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ABSTRACT

These quarterly bulletins provide brief annotations of tests recently acquired by the Educational Testing Service Test Collection. The tests are grouped into these categories: (1) achievement, (2) aptitude, (3) personality, interest, attitudes, and opinions, (4) sensory-motor and miscellaneous. Entries of particular interest to those working with children from birth to age nine are designated. Additional information includes test announcements, test reviews, notes, new references (annotated), new publisher listings, dates of testing programs, tests no longer available, and addresses of organizations and publishers mentioned in these bulletins. A complete index to Volume 10 is included. (HV)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 10, No. 1

January 1976

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

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Acquisitions

Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACER Chemistry Diagnostic Tests: Series L by Murray Cropley and Jim Lumbers; c1975; Form 5; Australian Council for Educational Research, Australia.

This series consists of 18 diagnostic tests (each of which is available in two forms) and two achievement tests. The diagnostic tests cover the following areas: mass in chemistry and atomic masses; gases and the kinetic molecular theory; forces between molecules, ions, and atoms; techniques of purification and analysis; stoichiometry; thermochemistry; acids and bases; redox reactions; and the periodic table.

• *Assessment by Behavior Rating* by Elizabeth Y. Sharp and Carol A. Loumeau; 1975; Ages 2-4; Elizabeth Y. Sharp.

This criterion-referenced instrument was developed for use by early-education programs. It is designed to indicate individual strengths, weaknesses, or average development in physical skills, self-help skills, language skills, and social skills, and to indicate a child's developmental age in each of the four areas assessed.

Australian Test for Advanced Music Studies by Doreen Bridges and Bernard Rechter; c1974; Grades 13-16; Australian Council for Educational Research, Australia.

This test is designed to provide an objective measure of developed aural abilities and general musical intelligence. The test is comprised of three separate booklets: Tonal and Rhythm Memory and Musical Perception; Aural/Visual Discrimination, Score Reading, and Understanding of Notation; and Comprehension and Application of Learned Musical Material. A set of tapes is required to administer the test.

• *Cooper-McGuire Diagnostic Word-Analysis Test* by J. Louis Cooper and Marion L. McGuire; c1970-72; Grades 1-5; Croft Educational Services, Inc.

These 32 overlapping tests cover a variety of word-analysis skills.

• *McGuire-Bumpus Diagnostic Comprehension Test* by Marion L. McGuire and Marguerite J. Bumpus; c1971-72; Grades 2.5-3; 4-6; Croft Educational Services, Inc.

Although designed as part of the Croft Inservice Program: Reading Comprehension Skills, this test may be used independently. It is available at two levels, each of which consists of four subtests: Literal Reading (recognizing stated details, translation of details, recognizing pattern words, recognizing the main idea); Interpretive Reading (getting implied details, finding pattern clues, inferring the main idea); Analytic Reading (determining the main question, selecting a suitable hypothesis, distinguishing relevant and irrelevant details); and Critical Reading (selecting a criterion as a basis for evaluation, making a judgment based on the criterion).

• *Preschool Disability Identification and Prevention* by H. Bruce Metzger; c1973; Preschool; Medford School District 549C.

This preschool curriculum, based on behavioral objectives, provides the teacher with a day-to-day evaluation tool that can facilitate decision making related to program planning for the child. Tasks are provided in four basic areas: Language, Pre-Reading and Reading Skills, Math, and Perceptual-Motor Skills. As the child acquires a skill, the date is recorded so that his development is plotted on a continual basis.

TAB Science Test: An Inventory of Science Methods by David P. Butts; 1966; Grades 4-6; David P. Butts.

This instrument was developed to assess a student's inquiry behaviors including searching, data processing, verifying, discovering, assimilating, and accommodating. The test samples inquiry behaviors by presenting the student with a specific problem, a list of clues to help him solve the problem, and the opportunity to gather clue data when they are needed.

Uncritical Inference Test by William V. Haney; c1955-72; Adults; International Society for General Semantics.

This 75-item test is designed to make individuals aware of their tendencies to jump to conclusions, to over-generalize, and to confuse inferences with factual information.

APTITUDE

Methods and Procedures of Science: An Examination by John H. Woodburn; c1967; Grades 9-12; John H. Woodburn.

This 50-item instrument assesses the student's understanding of the methods and procedures used in solving a scientific problem. If consists of three parts: the meaning of words used in the pursuit of science, recognizing the plan or design of experiments, and drawing conclusions from experiments.

Sweet's Technical Information Test by R. Sweet; c1973-75; Ages 14-17; Australian Council for Educational Research.

This 55-item test of technical knowledge is designed to assess the suitability of young persons for technical and practical occupations at trade and subprofessional levels. The test covers three broad areas: mechanics, electricity and electronics, and wood work and general tool use. The items are of four main types: identification, use, operation, and component.

Test of Science Comprehension by Clarence H. Nelson and John M. Mason; Not Dated; Grades 4-6; Clarence H. Nelson.

This test is designed to assess critical thinking in science. Each of its two parts contains 30 multiple-choice items based on four situations arranged in approximate order of difficulty. The examinee must analyze each situation to arrive at the answers.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Child Health Questionnaire* by Alan C. Butler; Not Dated; Ages 6-9; Alan C. Butler.

This psychological-health questionnaire is based on a theoretical model of health as a creative, growth-oriented process. The scale consists of 20 items describing child behavior in five categories including the physical, cognitive, social, emotional, and play activities of the child. The child's parent or teacher checks whether each statement "certainly applies," "applies somewhat," or "doesn't apply" to the child.

Connolly Occupational Interests Questionnaire by T.G. Connolly; c1967; Ages 15 and Over; Careers Research and Advisory Centre, England.

This measure of vocational interests yields scores in the following areas: Scientific, Social Welfare, Persuasive, Literary, Artistic, Clerical-Computational, and Practical.

Conservatism-Radicalism Opinionaire by Theodore F. Lentz; c1935; Grades 13-16; Theodore F. Lentz.

This self-administered 60-item questionnaire is designed to measure conservative and radical attitudes.

Courtship Questionnaire by Warner R. Wilson; 1965; College Students; Warner R. Wilson.

This instrument is designed to assess the degree of an individual's behavioral and attitudinal liberality regarding heterosexual contacts. It consists of six heterosexual behaviors rank-ordered on the basis of the degree of sexual liberality represented by each behavior. The respondents are asked to complete the questionnaire under four different instruction sets: check behaviors of which they think their peers would not disapprove; check behaviors indicating how they would probably behave; check behaviors they approve of or endorse; and check behaviors of which their parents would not disapprove.

Crowley Occupational Interests Blank by A.D. Crowley; c1970; Ages 13 and Over; Careers Research and Advisory Centre, England.

This instrument yields scores for five interest areas (active-outdoor, office, social, practical, artistic) and five sources of job satisfaction (financial gain, stability-security, companionship, working conditions, interest). It is intended for use with persons of average ability or less.

Depression Rating Scale by Henry Wechsler, George H. Grosser, and Bernard L. Busfield; Not Dated; Ages 16-70; Henry Wechsler.

This instrument is designed to assist in the description and quantification of the symptoms associated with depression in hospitalized psychiatric patients and to reveal change in symptoms after treatment. The scale consists of 28 items arranged in three parts: patient's feelings about his psychological state, patient's feelings about his physical functioning, and psychiatrist's assessment of patient's condition.

Elementary Science "Beliefs" Inventory by Ronald G. Good; Not Dated; Adults; Ronald G. Good.

This 30-item instrument is designed to assess prospective and inservice teachers' beliefs about science and science education, including the nature of elementary school science, the nature of children, and the role of the teacher.

Face Scale by Theodore Kunin; circa 1950; Adults; Theodore Kunin.

This scale is designed to enable a respondent to express a quantitative response to any chosen attitude, object, or stimulus without having to filter his feelings through a verbalization process. The technique involves the use of faces along a continuum ranging from happy to unhappy.

Group Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents and Adults; Bellenden R. Hutcheson.

This instrument was designed to aid psychologists, psychiatrists, social workers, and probation officers in obtaining clinical judgments about the personality structure and group interaction patterns of delinquent boys and their mothers. Ratings are made by an observer who attends the group sessions. They pertain to behavioral manifestations of the group, interaction patterns, and overall clinical assessments and decision factors.

• *Group Toy-Preference Test* by Nicholas J. Anastasiow; Not Dated; Kindergarten; Nicholas J. Anastasiow.

This test is designed to provide an indication of a child's adoption of a sex role as inferred from his toy-preference

patterns. For each of the 45 paired-comparison items, the child must cross out the picture of the toy with which he would prefer to play.

Hartman Value Profile by Robert S. Hartman and Mario Cardenas Trigos; c1973; Ages 12 and Over; Research Concepts.

This axiological test measures a person's capacity to value. The test is in two parts; the first measuring the capacity to value the world, and the second measuring the capacity to value one's own self. It yields 57 scores: 15 concerning a person's external value capacity, 15 concerning his internal value capacity, 7 resulting from the two capacities, 2 retest scores, and 18 deviation scores.

Human Loyalty Expressionaire by Theodore F. Lentz; 1973; Adults; Theodore F. Lentz.

This 104-item questionnaire is designed to provide a measure of world-mindedness, which is defined as loyalty to the whole of humanity.

Imaginal Processes Inventory: 1970 Revision by Jerome L. Singer and John S. Antrobus; c1966-70; Adults; John S. Antrobus.

This 344-item instrument consists of two parts containing 28 subscales. Two of the subscales measure the frequency of daydreams and night dreams; 20 of the subscales are designed to measure the content and structure of daydreaming and imaginal processes, and the remaining six subscales are designed to measure curiosity and patterns of attention. The authors stress that these scales are intended for research use only.

The "Is of Identity" Test by Thomas W. Weiss; c1954; Grades 4-16; International Society for General Semantics.

The general objective of this test is to measure one important underlying reason for an individual's lack of social adjustment; that is, his use of language or language patterns of a structure dissimilar to the structure of the nonverbal world, and his lack of awareness of the dissimilarity.

Leisure Activities Blank: Research Edition by George E. McKechnie; c1974-75; Adults; Consulting Psychologists Press, Inc.

This instrument is designed to collect information on individuals' past and future recreational activities. It consists of a set of 120 recreation activities. For each activity, the respondent indicates the extent of his past involvement in the activity and the extent of his expected future participation in the activity. The Blank yields scores for six Past Scales (Mechanics, Crafts, Intellectual, Slow Living, Sports, Glamour Sports) and eight Future Scales (Adventure, Mechanics, Crafts, Easy Living, Intellectual, Ego-Recognition, Slow Living, Clean Living).

Location-Activity Inventory by Marvin Hunter, Carmi Schooler, and Herbert E. Spohn; Not Dated; Adults; Carmi Schooler.

This instrument was developed to measure objectively the overt ward adjustment of neuropsychiatric patients. Systematic observations provide behavioral profiles of patients in the areas of: patterns of patient location on the ward, characteristic orientation to major architectural features, posture, and patterns of activities or response to the social and nonsocial stimuli on the ward.

• *Missouri Children's Picture Series* by Jacob O. Sines, Jerome D. Pauker, and Lloyd K. Sines; c1963-64; Ages 5-16; Psychological Assessment and Services, Inc.

The objective, nonverbal personality test consists of 238 simple line drawings, each one on a three-by-five card. The pictures depict children in a variety of situations. The examinee is asked to sort the set of cards according to whether each looks like something he would like to do. The test yields eight scores: Conformity, Masculinity-Femininity, Maturity, Aggression, Inhibition, Activity Level, Sleep Disturbance, and Somatization.

Multiple Outgroup Questionnaire by Warner Wilson; 1972; College Students; Warner Wilson.

This questionnaire is designed to measure the amount of social support an individual allocates to various kinds of ideologically and politically distinct social groups. It was developed for use in an investigation contrasting attitudes toward presumed outgroups with attitudes toward presumed ingroups.

Personality Research Form: Form E (PRF-E) by Douglas N. Jackson; c1967-74; Grades 7-12 and Adults; Research Psychologists Press, Inc.

Form E represents a downward extension of the PRF. It consists of 352 items constituting 22 scales: Abasement, Achievement, Affiliation, Aggression, Autonomy, Change, Cognitive Structure, Dependence, Dominance, Endurance, Exhibition, Harm Avoidance, Impulsivity, Nurturance, Order, Play, Sentience, Social Recognition, Succorance, Understanding, Infrequency, and Desirability.

Questionnaire of Students' Views of an "Ideal" Student by Bernadette M. Gadzella; c1966; Grades 13-16; Bernadette M. Gadzella.

This questionnaire lists 26 characteristics of an ideal student. The list consists of a wide range of traits describing the ideal student's characteristics: knowledge of subject matter; methods of studying; reasoning and evaluation; maturity and health; and relationships with peers, instructors, and community. The respondent is asked to indicate which of the traits are most important and which are least important for him in describing the characteristics of a quality student.

• *Reinforcement Survey Schedule for Children* by Donald B. Keat II; Not Dated; Ages 5-12; Donald B. Keat II.

This survey schedule of possible rewards is designed to assess the range and quality of reinforcers for children. The schedule is divided into two sections. In the first and major section, the child responds to a series of foods, activities, interpersonal relationships, games, and material objects according to the degree to which each attracts or interests him. The second section consists of five projective items relating to interests, classroom activities, parents, and friends. Individual administration is suggested for 5- to 8-year-olds and group administration for 9- to 12-year-olds.

• *Robertson Auditory Projective Test* (RAPT) by Mary F. Robertson; c1975; Ages 3-Adult; Mary F. Robertson.

This projective device consists of 10 primitive sounds which serve as stimuli for visual imagery. The subject is asked to close his eyes and concentrate. After hearing each sound, he is asked to draw and explain the imagery he experienced.

Ramak Interest Inventory by Elchanan I. Meir; Not Dated (inventory is copyrighted); Grades 7-12 and Adults; Elchanan I. Meir.

This inventory of vocational interests is based on Roe's classifications of occupations by fields: Service, Business, Organization, Technology, Outdoor, Science, General Cultural, and Arts and Entertainment. The inventory lists 76 occupational titles. Respondents are required to designate their interest in each occupational title on a three-point scale. The inventory is in Hebrew. However, an English version of the manual is now available.

Schwirian Science Support Scale (Tri-S) by Patricia M. Schwirian; c1967; College Students and Adults; Patricia M. Schwirian.

This 60-item instrument is designed to assess attitudes toward science and the scientific institution. It is based on Barber's theory regarding the nature of science attitudes necessary to the growth and development of science in any society. The subscales are Rationality, Utilitarianism, Universalism, Individualism, and Progress and Melioration.

Self- and Role-Concept Instrument by Mary Sue Richardson; c1973; Adults; Mary Sue Richardson.

This instrument was developed to measure women's self-concept, ideal woman concept, career woman concept, and homemaker concept, and to assess the degree of similarity between the various concepts. The concepts are measured by means of a 58-item adjective rating scale. The respondent rates each adjective according to the degree to which it is descriptive of the way she perceives herself, the ideal woman, the career woman, and the homemaker.

Self-Disclosure Questionnaire: Revised by Arthur M. Bodin; Not Dated; Adults; Arthur M. Bodin.

This revision of Jourard's *Self-Disclosure Questionnaire* is designed to investigate self-disclosure of delicate matters within the family. The 52 items cover such topics as respondent's likes and dislikes, his feelings about relationships with family members, his hopes, fears, sex behavior and needs, and his feelings about himself. The questionnaire yields scores for both claimed self-disclosure to others and perceived self-disclosure from others.

Sensory Deprivation Rating Scale by Henry B. Adams, G. David Cooper, Richard N. Carrera; 1972; Adults; Henry B. Adams.

This device was developed to assess the effects of sensory deprivation (SD) on the symptoms of psychiatric patients. It consists of four behavioral rating indices: Behavioral Anxiety, Gross Symptomatology, Symptom Reduction, and Symptom Increase. These indices are derived from ratings of interview behavior before and after SD and from ratings of observable behavior during the SD experience.

Sex Knowledge and Attitude Test: Second Edition (SKAT) by Harold I. Lief and David M. Reed; c1971-72; Adults; Harold I. Lief.

This instrument is designed to measure knowledge about and attitudes concerning sexual behavior. It was developed to investigate the relationship between level of knowledge and nature of attitudes endorsed. The 145 items are arranged into four parts: Attitudes, Knowledge, Background, and Experience. The test may be scored for: Sexual Myths, Heterosexual Relations, Autoeroticism, Abortion, and Knowledge.

Social Customs Questionnaire by Warner Wilson; 1970; Adults; Warner Wilson.

This instrument was designed to measure the relative priority which different racial or social groups attribute to a variety of national goals or social issues.

Survey of Attitude toward Autonomy by James O. Mitchel, James Rollo, Olin W. Smith, and Patricia C. Smith; c1975; Adults; Bowling Green State University.

This device was developed to measure attitude toward individual control of work. The questionnaire is available in two forms. Form L presents 30 items using the Likert method while Form T provides 19 items using the Thurstone method.

Survey of Individual Goal Orientations by Patricia C. Smith; c1975; Adults; Bowling Green State University.

This 42-item questionnaire is designed to investigate the phenomenon of establishing goals, primarily in the work setting. The respondent is asked to indicate the extent to which he agrees or disagrees with each statement pertaining to the process or effect of goal setting.

Survey of Work Values by Patricia C. Smith, S. Wollack, J.G. Goodale, and J.P. Wijting; c1975; Adults; Bowling Green State University.

This 54-item questionnaire is designed to elicit individuals' attitudes toward work. It yields scores for six secular aspects of the protestant ethic: Pride in Work, Social Status of the Job, Attitude toward Earnings, Activity Preference, Upward Striving, and Job Involvement.

Teacher Attitude Inventory by S.P. Ahluwalia; circa 1974; Adults; S.P. Ahluwalia, India.

This questionnaire was designed to measure the professional attitudes of prospective and practicing teachers in India, particularly those in its Hindi-speaking states. It elicits attitudes toward six areas: Teaching Profession, Classroom Teaching, Child-centered Practices, Educational Process, Pupils, and Teachers. The questionnaire items are in both English and Hindi.

Vocational Interest and Sophistication Assessment (VISA) by Joseph J. Parnicky, Harris Kahn, and Arthur D. Burdett; c1968; Ages 14 and Over; Joseph J. Parnicky.

This reading-free picture test and sophistication inquiry is designed to determine the interest patterns and knowledge that mildly retarded adolescents and adults have regarding selected job categories. A separate form of the test book is available for each sex.

What I Like to Do: Second Edition by M.R. Bonsall, K. Drinkard, C.E. Meyers, M.E. Nogrady, L.M. Organ, and E.G. Zinner; 1958-75; Grades 4-6; Science Research Associates, Inc.

This self-administered and self-scored inventory is designed to help children in the elementary grades identify interests and curricular and career preferences. It consists of five parts, each of which can be administered and scored independently: Play, Academic, The Arts, Occupations, and Reading.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Base Expectancy Inventory by Don M. Gottfredson and Jack A. Bonds; 1961; Adults; Don M. Gottfredson.

This instrument was developed for use by the California Department of Corrections to predict the probability of inmates' favorable adjustment to parole. The authors propose three potential uses for this tool: to study effects of treatment, to assist in program planning, and to improve prediction.

Defining Issues Test by James R. Rest; c1972; Grades 9-16 and Adults; James R. Rest.

This instrument indicates an individual's appreciation of different conceptual stages in analyzing moral dilemmas by assessing the way he judges the importance of issues involved in a number of moral dilemmas. The examinee reads a story describing a moral dilemma and is then presented with 12 issues or considerations bearing upon that situation. The examinee evaluates each of the 12 issues and indicates its relative importance in deciding what ought to be done. Each issue was designed to exemplify some distinctive characteristic of a stage of moral development. The test is comprised of six stories and 72 issues.

Detroit Riot Questionnaire by Sheldon J. Lachman and Benjamin D. Singer; 1967; Adults; Sheldon J. Lachman.*

This questionnaire was designed to obtain information concerning the psychological, social, and economic characteristics of alleged participants in the Detroit riot of 1967. It consists of five parts: basic demographic data and related material; attitudes toward Negro leadership and civil rights; communications and communications media; ideas concerning causation, prevention, and means of breaking up riots; and economic welfare of respondents. *Included in: Lachman, S.J. and Singer, B.D. *The Detroit Riot of July 1967: A Psychological, Social, and Economic Profile of 500 Arrestees.* Detroit, Michigan: Behavior Research Institute, 1967.

Drinking Problem Questionnaire by John O. Grimmett; 1970; Adults; John O. Grimmett.

This instrument is designed to provide a predictive index of readiness for alcoholism treatment. The 92-item questionnaire covers such areas as biographical characteristics, attitudes toward alcoholism, drinking habits, and desire for help with a drinking problem. It is intended for use with male problem drinkers.

Ferreira-Winter Questionnaire for Unrevealed Differences by Antonio T. Ferreira and William D. Winter; Not Dated; William D. Winter.

This instrument is designed to measure aspects of conjoint decision-making effectiveness in families. It yields six scores: decision time to reach conjoint decisions; spontaneous agreement or agreement between members prior to conjoint discussion; choice fulfillment or the number of instances in which an individual member's choices become family choices; explicit informational units or the amount of information exchanged; talking time; and silence time. Following individual administration, the family unit takes the questionnaire conjointly, and their discussion is recorded.

Follow-Up Questionnaire by William T. Bowen; 1973; Adults; William T. Bowen.

Intended to accompany the *Social History Interview*, this instrument is designed to provide comparative information with which to assess the effects of treatment programs on alcoholism and the physical and social problems associated with alcoholism. It investigates the extent of improvement in family relationships and work situations, patients' attitudes toward treatment, and changes in drinking behavior and general life style.

Family Agreement Measure by Arthur M. Bodin; Not Dated; Open Range; Arthur M. Bodin.

This questionnaire is designed to determine behavioral differences among family members. It consists of 60 items in 12 five-item clusters, two for each of the following six areas of common family concern: family group strengths, family group problems, family leadership and authority, communication problems, family group disappointments, and family discipline.

• *Goldman-Fristoe-Woodcock Auditory Skills Test Battery* by Ronald Goldman, Macalyne Fristoe, and Richard W. Woodcock; c1974; Ages 3 and Over; American Guidance Service, Inc.

This battery offers a wide range of diagnostic instruments designed to identify individuals who are deficient in auditory skills and to provide information describing their deficiencies. Cassette tapes are provided to facilitate and standardize test administration. The tests are appropriate for use with all ages from preschool onward.

GFW Auditory Memory Tests
This instrument is designed to assess three aspects of short-term auditory memory performance. The subtests are: Recognition Memory, Memory for Content, and Memory for Sequence.

GFW Auditory Selective Attention Test
This test assesses the ability to pay attention under increasingly difficult listening conditions. The test can be used as an index of an individual's ability to listen to and understand a message in the presence of competing sound that is systematically varied in intensity (signal-to-noise ratio) and type (steady-state, intermittent nonverbal, verbal).

GFW Diagnostic Auditory Discrimination Test
Designed to yield diagnostic assessment of speech-sound discrimination problems, this test provides an index of an individual's ability to discriminate speech sounds and a description of the individual's sound confusions.

GFW Sound-Symbol Tests
These seven tests are designed to measure several basic abilities which are prerequisites to the development of advanced language skills: Sound Mimicry, Sound Recognition, Sound Analysis, Sound Blending, Sound-Symbol Association, Reading of Symbols, and Spelling of Sounds.

• *Hoffman Test for Organicity* (H.T.O.) by Norman E. Hoffman; c1975; Ages 5.5 and Over; Community Mental Health Center.

This test provides mental health professionals with an easily administered tool that differentiates persons with organic brain disorders from those with nonorganic disorders. It is based on the hypothesis that rhythmic disorders frequently result from impairment of the central nervous system. The subject is placed in a sound-conditioned room and given a rhythmic apparatus consisting of a drum, cymbal, woodblock, and cow bell. The test is presented via a cassette recording. It consists of two parts: Tempo Assessment and Rhythmic Patterns Associations.

• *The Home Scale* by Jean Carew Watts, Itty C. Barnett, Christine Halfar, and Nancy Apfel; 1973-75; Ages 1-3; Jean Carew Watts.

This observation technique is a method for categorizing the everyday experiences and environments of young children. It provides a means for assessing the intellectual competence of children as it is displayed in their behavior in their day-to-day environments, evaluating the manifest or inferred content of everyday experiences according to the opportunity provided for the child to learn something of inteilectual or social value; distinguishing among several sources which may provide the content of an intellectually valuable experience; categorizing the particular techniques used by other people in interaction with the child in all types of experiences; and distinguishing among the interpersonal situations in which the child's experiences occur. The scale is scored by a trained observer.

• *Human Interaction Scale* by Jean Carew Watts, Itty C. Barnett, Nancy Apfel, Christine Halfar, and Geraldine Kearse; 1972; Ages 1-3; Jean Carew Watts.

This observation technique is designed to measure a child's level of interaction with people in his environment and the relevance of human interaction experiences to the child's emotional, social, and intellectual development. The scale is comprised of five dimensions: Activities, Initiation, Encouragement, Interaction, and Compliance. It should be rated by a trained observer.

In-Community Evaluation Interview by Theodore W. Lorei and Lee Gurel; 1965; Adults; Theodore W. Lorei.

This interview schedule is intended for use with Veterans Administration schizophrenic patients to assess their adjustment three months after their release from the hospital. It is designed specifically to collect information on the individual's job-seeking progress and societal adjustment. The interview consists of three parts: general information about the household in which the patient lives, a self-report of the patient's job-seeking activities, and a report from a significant other on the patient's adjustment.

• *Interview Summary and Outline* by Howard S. Adelman and Zanwil Sperber; 1966-69; Adults; Zanwil Sperber.

Part of a battery of tests developed to evaluate therapeutic nursery school teacher trainees, this device is designed to assess the trainees' comprehension of the interview process and of parents of emotionally disturbed children. The trainees are shown a videotape in which a social worker does an intake interview with a mother. The interview includes a discussion of the child's symptoms, the mother's experiences with the child, and the family's reaction to the problems. After viewing the tape, the trainees are given a relatively open-ended task which includes discussing the interview.

Medical Social History Questionnaire by Leonard I. Stein, Dolores Niles, and Arnold M. Ludwig; Not Dated; Adults; Leonard I. Stein.

This 35-item questionnaire was developed to collect data concerning the medical and social characteristics of hospitalized male alcoholics in an effort to relate these characteristics to the onset and development of alcoholism. It covers the following areas: family background, personal development, drinking patterns, attitudes toward the drinking problem, the social effects of drinking, and physiological concomitants.

• *Mother-Infant Interaction During Feeding Rating Scales* by Joy D. Osofosky; 1974; Mothers and Infants; Joy D. Osofosky.

This device enables an observer to rate the interaction behavior of both the mother and the infant during the feeding process. Separate scales are provided.

• *Nursery School Situations* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

This instrument is part of a battery of tests developed to evaluate the performance of therapeutic nursery school teacher trainees. It is designed to assess the decisions, diagnoses, and plans of action which the trainees would employ in various hypothetical problem situations. The test consists of four detailed descriptions of children with particular symptomatologies interacting in a variety of nursery school situations. The trainee is asked to describe and explain his handling of each situation.

Physical Health Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

This is one of a series of instruments designed to provide psychologists, psychiatrists, social workers, and probation officers with data on the psychosocial and constitutional characteristics of the delinquent. The 40 items included in the schedule were developed specifically to explore the relationship between delinquency and constitutional factors.

• *Psychiatric Observation Schedule* by Bellenden R. Hutcheson; 1965; Preschool; Bellenden R. Hutcheson.

This device is designed to provide a rough mental health screening of children participating in the Head Start program. The observations are made by an individual who is not involved in the program. They cover: general appearance, general behavior, motor behavior, play, relationships, speech, adaptive abilities in classroom, symptomatic behavior, diagnosis, recommendations, and prediction.

Psychological Rating Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

One of a series of instruments devised to obtain data on the psychosocial and constitutional characteristics of the delinquent, this 15-item rating schedule concerns Rorschach responses. It is intended for use by a psychologist and is designed specifically to assess the adequacy of those psychological processes related to ego function.

• *Q-Sort Procedure for Describing Nursery School Children* by Howard S. Adelman, Zanwil Sperber, and Barbara Maupin; 1966; Adults; Zanwil Sperber.

This instrument is part of a battery of tests developed to evaluate therapeutic nursery school teacher trainees. The procedure is designed to tap trainees' performance in the area of patient diagnosis and to compare their perceptual-conceptual behavior before and after training with that of professionals in the field. It consists of two decks of cards, one listing behaviors reflecting healthy or adaptive potential, and the other referring to behaviors with a pathological or negative potential. The trainee views a videotape of a child interacting in various situations and then sorts the cards according to the degree to which each is descriptive of the child.

Social Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

This is one of a series of instruments devised to provide psychologists and other professionals with data on the psychosocial and constitutional characteristics of the delinquent. This 78-item device was designed to elicit the social data necessary to integrate social and psychological factors in delinquency. It covers six major areas: family background, characteristics of the offense, criminal record of the family, disposition of the case, school performance and behavior, and area characteristics.

Social History Checklist by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

One of a series of instruments devised to gather data on the psychosocial characteristics of the delinquent, this device provides the examining psychiatrist with a detailed record, in objective form, of salient features of the boy's developmental and recent history. The 17 items deal with physical and mental problems, stresses, family conflict, parental problems, and outstanding talents.

Social History Interview by William T. Bowen; 1972; Adults; William T. Bowen.

This interview-format instrument was designed to obtain biographical histories of patients being treated for recurrent alcoholism. It was developed for use in Veterans Administration alcoholism treatment programs.

Social Science Observation Record by J. Doyle Casteel and Robert J. Stahl; c1973; Adults; J. Doyle Casteel.

This systematic-interaction-observation instrument is useful to teachers in planning, implementing, and analyzing classroom verbal and nonverbal behavior. It is a system whereby preservice and inservice teachers may obtain systematic and reliable feedback during microteaching. The record contains

17 categories in four realms: Subject-Centered (Topical, Empirical, Interpretive, Defining, Clarifying), Teacher-Centered (Infirming, Commentary, Dissonant, Interrogative, Confirming), Man-Centered (Preferential, Consequential, Criterial, Imperative, Emotive), and Non-Verbal (Silence, Confusion).

Social Work Data Schedule by Bellenden R. Hutcheson; 1963; Adults) Bellenden R. Hutcheson.

One of a series of instruments designed to obtain data on the psychosocial characteristics of the delinquent, this schedule was devised to assess behavior manifested by parents in relation to their handling of a current stress situation. The 37 interview items are arranged into nine primary sections: mother-child communication patterns, maternal assessment, maternal action plan, mother-court communication patterns, father-child communication patterns, paternal assessment, paternal action plan, father-court communication patterns, and parent-to-parent communication patterns.

• *Sociological Questionnaire* by Bellenden R. Hutcheson; 1965; Preschool; Bellenden R. Hutcheson.

This questionnaire was designed to provide information on the biographic and demographic characteristics of children participating in the Head Start program. The 41 items are completed by the teacher.

Sociometric Test by A.P. MacDonald, Jr.; 1969; Grades 7-12; A.P. MacDonald, Jr.

This sociometric device was developed for use in an investigation of the relationship of classroom grouping procedures to the social structure of the classroom group. It provides an index of diffusion of sociometric choice and diffusion of perception of sociometric choice along the three dimensions of liking, school competence, and social power. The first three items require the respondent to select classmates along the three dimensions while the second three items ask the respondent to indicate those whom he thought selected him along these same dimensions.

• *Stick Figure Rating Scale* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

One of a battery of tests developed to evaluate therapeutic nursery school teacher trainees, this scale is devised as a relativistic measure of overall performance. It consists of 50 stick figures placed in a vertical column ranging from best to worst. Raters are asked to compare each individual's performance to professional rather than to trainee performance levels. Ratings are made by training personnel.

Teacher Rating Scale by Earl W. Kooker; Not Dated; Grades 13-16; Earl W. Kooker.

Devised as part of a study investigating the relationship between students' grades and their teacher/course evaluations, this instrument is designed to elicit students' evaluations of college courses and course instructors. The scale consists of 73 items in seven areas: teacher presentation of material; textbook; required work and assignments; tests; grading system; how the teacher attempts to stimulate discussion, originality, independent thinking, and problem-solving; and interpersonal relations between teacher and students outside the classroom.

• *Teacher's Report: First-Day Impressions* by Bellenden R. Hutcheson; Not Dated; Preschool; Bellenden R. Hutcheson.

This instrument is designed to provide information regarding preschool-age Head Start participants at the onset of their involvement in the program. The 26 items are completed by the child's teacher and cover demographic data, appearance data, and behavioral data.

• *Teacher's Report: Two-Week Impressions* by Bellenden R. Hutcheson; Not Dated; Preschool; Bellenden R. Hutcheson.

Designed to obtain information on the characteristics of preschool-age Head Start participants, this report form covers: physical characteristics, routines and formal periods, language, equipment and materials, competency for chronological age, skills, social relationships, and specific characteristics. Space is provided for both comments and recommendations.

• *Trainee Rating Scale* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

This instrument is one of a battery of tests developed to evaluate therapeutic nursery school teacher trainees. The scale is designed to evaluate trainee performance directly under the pressure of working situations such as actual interaction with children. It is in two parts covering both the trainee's personal qualities and professional competencies. The ratings are made by training personnel.

• *Visual Discrimination Test* by Joseph B. Ray; c1974; Preschool and Over; Joseph B. Ray.

This multiple-choice instrument provides an objective measure of visual discrimination ability independent of motor ability. The test includes 31 items, each consisting of a model geometric figure and five representative figures. The respondent must select from the representative figures the one that is identical to the model figure. This test may be administered to persons with motor disabilities such as cerebral palsy and multiple sclerosis.

Work/Adjustment Criterion Information Interview by Theodore W. Lorei and Lee Gurel; 1971; Adults; Theodore W. Lorei.

This instrument is intended for use with schizophrenic patients in the Veterans Administration's Psychiatric Evaluation Project. It was designed to assess patients' adjustment nine months after their release from the hospital and has been used to investigate factors in mental hospital effectiveness.

Announcements Received

Actualizing Assessment Battery by Everett L. Shostrom; Adults; Educational and Industrial Testing Service.

This battery consists of four instruments. Two, the *Personal Orientation Dimensions* and the *Personal Orientation Inventory*, are primarily measures of intrapersonal actualizing, while the other two, the *Caring Relationship Inventory* and the *Pair Attraction Inventory*, are primarily measures of interpersonal actualizing.

American Nurses' Association Certification Examinations; Adults; Educational Testing Service (Toby B. Friedman).

This testing program involves a series of certification examinations in various specialty areas of nursing. The community health, geriatric, maternity, and pediatric examinations consist of multiple-choice items. The psychiatric examination consists of objective written simulation patient-management problems. The medical-surgical examination consists of a combination of multiple-choice and patient-management problems.

Personal Assessment for Continuing Education in Pediatrics; Adults; American Academy of Pediatrics.

This program is designed to provide the pediatrician with a means of self-assessing his competence, emphasizing the evaluation of task-oriented skills rather than academic abilities. Six self-administered multiple-choice examinations and six patient-management problems are provided at three-month intervals. The categories covered are: adolescence; behavior, growth and development; cardiology; dermatology; gastroenterology; genetics; hematology and oncology; immunology and allergy; infectious diseases; neonatology; nephrology; fluid and electrolyte metabolism; neurology; nutrition, endocrinology, and metabolism; poisoning, accidents, and trauma; pulmonary physiology; and therapeutics. Each participant receives lists of bibliographic references and rationales for each question to facilitate further study.

Wide Range Integration Factors Test by J.F. Jastak; Ages 9.5-54; Guidance Associates of Delaware, Inc.

Formerly the *Jastak Test*, this objective, multiphasic instrument provides extensive information about a person's total behavior, including the measurement of intelligence and other behavioral dimensions that are independent of intelligence. It consists of 14 subtests which assess a variety of abilities including verbal, numerical, pictorial, spatial, and social.

New References

Beggs, Donald L. and Lewis, Ernest L. *Measurement and Evaluation in the Schools.* Boston, Massachusetts: Houghton Mifflin Company, 1975. Pp. xii + 250, $9.95.

This text is intended to introduce teachers to the measurement process as it relates to educational evaluation. It consists of four parts. Part I presents discussion of the role of measurement in educational evaluations and of educational objectives for evaluating the school system. In Part II, measuring devices developed by groups external to the classroom are discussed. Part III deals with the development of measuring devices by teachers within the classroom. Part IV discusses the development of an overall testing program for a school system and the application of comprehensive test results in making decisions about school programs.

Buros, Oscar K., Editor. *English Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 420, $25.00.

This monograph reports on 292 English tests in the following categories: general English, literature, spelling, and vocabulary. It also includes 299 reviews and specific test bibliographies containing 782 references.

Buros, Oscar K., Editor. *Foreign Language Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 335, $23.00.

This monograph reports on 105 in-print foreign language tests in the following areas: general aptitude, French, Spanish, German, English as a second language, Latin, Russian, Hebrew, Italian, Arabic, Chinese, and Greek.

Buros, Oscar K., Editor. *Intelligence Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 1158, $55.00.

Consisting of the intelligence sections of the seven *Mental Measurement Yearbooks* and *Tests in Print II*, this monograph presents 394 intelligence tests, 719 test reviews, 13,468 references for specific tests, a cumulative name index for each test, a directory of publishers, and author and title indexes.

Buros, Oscar K., Editor. *Mathematics Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 462, $25.00.

This volume presents entries for 168 in-print mathematics tests in the following areas: general, arithmetic, algebra,

geometry, trigonometry, calculus, and special fields. Also presented are 376 reviews and 335 references.

Buros, Oscar K., Editor. *Personality Tests and Reviews II.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 872. $45.00.

This monograph, consisting of the personality sections of the *Seventh Mental Measurements Yearbook* and *Tests in Print II*, presents entries for 445 personality tests, 222 test reviews, 12,376 references for specific tests, a cumulative name index, a directory of publishers, a reprinting of the APA-AERA-NCME Standards, author and title indexes, and classified indexes of personality tests as well as all tests available in other areas.

Buros, Oscar K., Editor. *Reading Tests and Reviews II.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 285, $20.00.

This monograph, consisting of the reading sections of the *Seventh Mental Measurements Yearbook* and *Tests in Print II*, presents entries for 254 reading tests, 332 test reviews, 1,812 references for specific tests, a cumulative name index for each test, a directory of test publishers, author and title indexes, and classified indexes of reading tests as well as all tests available in areas other than reading.

Buros, Oscar K., Editor. *Science Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 319, $22.00.

This volume presents entries for 97 in-print science tests in the following areas: general, biology, chemistry, geology, physics, and miscellaneous. Two hundred seventeen reviews and 277 references are also presented.

Buros, Oscar K., Editor. *Social Studies Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 252. $20.00

This monograph lists 85 in-print social studies tests in the following categories: general, contemporary affairs, economics, geography, history, political science, and sociology. Also included are 166 reviews and 78 references.

Buros, Oscar K., Editor. *Vocational Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 1114, $55.00.

Comprised of the business education, multi-aptitude, and vocations sections of the seven *Mental Measurements Yearbooks* and *Tests in Print II*, this monograph presents 649 vocational tests, 740 test reviews, 6,652 specific test references, a cumulative name index for each test with references, a directory of publishers, and author and title indexes.

Davis, Julian C. and Foreyt, John Paul, Editors. *Mental Examiners Source Book.* Springfield, Illinois: Charles C. Thomas, 1975. Pp. x + 238.

This book is intended as a reference manual for persons of all professional disciplines who conduct mental examinations and write or receive psychological reports.

Hanson, Gary R. *Assessing the Career Interests of College Youth: Summary of Research and Applications.* Iowa City, Iowa: American College Testing Program, 1974. Pp. iii + 76, $1.00.

The purpose of this report is to present a rationale for measuring interests, to illustrate how the rationale was applied in the construction of the ACT Interest Inventory, and to report the initial steps in validating the expected uses of the ACT Interest Inventory.

Jesness, Carl F. *Classifying Juvenile Offenders: The Sequential I—Level Classification Manual.* Palo Alto, California: Consulting Psychologists Press, Inc., 1974. Pp. iv + 44, $4.50.

This manual presents a set of procedures for classifying juvenile offenders according to the Interpersonal Maturity Level (I—level) system. It is intended for use in conjunction with the *Jesness Inventory* and the *Jesness Behavior Check List.*

Lerner, Paul M., Editor. *Handbook of Rorschach Scales.* New York: International Universities Press, 1975. Pp. xii + 523, $18.00.

This book attempts to bring together a number of Rorschach-derived special scales purporting to measure various psychological states and processes. Included are scales on cognitive and perceptual functioning, pathological thinking, experience structuring, affective and motivational states, interpersonal and intrafamilial relations, suicide, and homosexuality.

McCallon, Earl, McClaran, Rutledge, and McCray, Emajean. *School Accountability Series.* Austin, Texas: Learning Concepts. $14.75.

Consisting of five volumes, the series covers the evaluation procedures most useful to practicing educators: Selecting an Appropriate Statistical Technique, Developing Research and Evaluation Designs, Determining an Appropriate Sampling Method, Planning and Conducting Interviews, and Designing and Using Questionnaires.

Marks, Philip A., Seeman, William, and Haller, Deborah L. *The Actuarial Use of the MMPI with Adolescents and Adults.* Baltimore, Maryland: Williams & Wilkins, 1974. Pp. xix + 324, $14.75.

This volume provides a model for the actuarial interpretation of MMPI profiles.

Pichot, P. and Olivier-Martin, R. Eds. *Psychological Measurements in Psychopharmacology.* Basel, Switzerland: S. Karger, 1974. Pp. vi + 267, $35.75.

This volume is a result of the developing relationship between psychological measurement and psychopharmacology. It describes the effort of the measurement movement to provide measures of change accompanying treatment and to provide

better classification of patients than that provided by the current diagnostic interview. Many chapters are devoted to discussion of individual instruments.

Purushothaman, M. *Secondary Mathematics Item Bank*. Slough, England: National Foundation for Educational Research in England and Wales, 1975. Pp. iii + 96.

The purpose of this bank of 186 items is to provide teachers with a wide range of items arranged so that they can choose appropriate materials in accordance with the pupils' experience and their own teaching intentions. Information about each of the items is given indicating its difficulty, classification by educational objectives, and content category. The items cover ten content categories: properties of numbers and operations, properties of fractions and decimals, algebraic manipulations, general structures, graphical representations, symmetry, algebraic method in geometry, properties of figures, everyday mathematics, and constructions.

St. John, Clark. *Airline Pilot Employment Test Guide*. Los Angeles: Airline Personnel Division, APCO Associates, 1971. Pp. 122.

This guide was prepared to assist the individual in securing employment with the airlines. It duplicates as closely as possible the actual airlines test and includes the following tests: Aptitude, General Intelligence, General Knowledge, General Personality, Reading Comprehension and Interpretation, Mechanical Insight, Federal Air Regulations, Meteorology, Radio Navigation, Aircraft and Engine Performance, Aircraft Attitudes, and the Airlines and their Requirements. Test answers are provided at the end of the guide.

Super, Donald E., Editor. *Measuring Vocational Maturity for Counseling and Evaluation*. Washington, D.C.: National Vocational Guidance Association, 1974. Pp. 169, $3.35.

The purpose of this monograph is to help users and potential users of measures of vocational or career maturity to understand the concept with which they are working, the instruments developed for its assessment, the problems and advantages in using them, and the uses to which they may be put.

Test Reviews

Doren Diagnostic Reading Test of Word Recognition Skills: 1973 Edition; American Guidance Service, Inc.

Reviewed by Wayne Otto, University of Wisconsin, in the *Journal of School Psychology*, fall 1975, Vol. 13, No. 3, 276-277.

International Primary Factors; International Tests, Inc.

Reviewed by Alan Kricher in *Psychology in the Schools*, 1975, Vol. 12, No. 3, 379.

Iowa Silent Reading Tests; Harcourt Brace Jovanovich, Inc.

Reviewed by Russell Hunter and Ralph Hoepfner, Center for the Study of Evaluation, in *Measurement and Evaluation in Guidance*, July 1975, Vol. 8, No. 2, 123-126.

Notes

The *Comparative Guidance and Placement Program* now provides colleges with self-scored placement tests in reading, written English expression, computation, applied arithmetic, elementary algebra, and intermediate algebra.

The *Meyers-Briggs Type Indicator* which has been distributed by The Office of Special Tests, Educational Testing Service, is now available from Consulting Psychologists Press.

New Addresses

Mafex Media Aids, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902

Psychometric Techniques Associates
716 Chatham Center Office Building
Pittsburgh, Pennsylvania 15219

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Henry B. Adams
Area C Community Mental Health Center
1905 E Street, S.E.
Washington, D.C. 20003

S.P. Ahluwalia
Reader in Education
Banaras Hindu University
Varanasi - 221005, India

Airline Personnel Division
(APCO Associates)
P.O. Box 91516,
Worldway Postal Center
Los Angeles, California 90009

American Academy of Pediatrics
Box 1034
Evanston, Illinois 60201

The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Nicholas J. Anastasiow
Institute for Child Study
Indiana University
Bloomington, Indiana 47401

John S. Antrobus
Center for Research in Cognition and Affect
Graduate Center
City University of New York
33 West 42nd Street
New York, New York 10036

Australian Council for Educational Research
Frederick Street
Hawthorn E 2
Victoria, Australia

Arthur M. Bodin
Mental Research Institute
555 Middlefield Road
Palo Alto, California 94301

William T. Bowen
Research Social Worker
Veterans Administration Hospital
Topeka, Kansas 66622

Bowling Green State University
Bowling Green, Ohio 43403

Alan C. Butler
Counseling Center
University of Maine
101 Fernold Hall
Orono, Maine 04473

David P. Butts, Head
Department of Science Education
The University of Georgia
Athens, Georgia 30602

Careers Research and Advisory Centre
Bateman Street
Cambridge, CB2 1LZ, England

J. Doyle Casteel
Box 2468, Norman
University of Florida
Gainesville, Florida 32601

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62717

Community Mental Health Center
1041 45th Street
West Palm Beach, Florida 33407

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Croft Educational Services, Inc.
P.O. Box 15
Old Greenwich, Connecticut 06870

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Bernadette M. Gadzella
Associate Professor
Department of Psychology
East Texas State University
Commerce, Texas 75428

Ronald G. Good
Department of Science Education
Florida State University
Tallahassee, Florida 32306

Don M. Gottfredson
Dean, School of Criminal Justice
Rutgers University
53 Washington Street
Newark, New Jersey 07102

John O. Grimmett
Chief, Program Development and Education for Substance Abuse Programs
Veterans Administration Hospital
Salt Lake City, Utah 84113

Gryphon Press
220 Montgomery Street
Highland Park, New Jersey 08904

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Bellenden R. Hutcheson
Assistant Commissioner for Children's Services
Department of Mental Health
190 Portland Street
Boston, Massachusetts 02114

International Society for General Semantics
Post Office Box 2469
San Francisco, California 94126

International Tests, Inc.
Box 634
Stevens Point, Wisconsin 54481

International Universities Press, Inc.
239 Park Avenue South
New York, New York 10003

S. Karger
Basel, Switzerland

Donald B. Keat
Coordinator, Elementary School Counseling Program
Pennsylvania State University
University Park, Pennsylvania 16802

Earl W. Kooker
Department of Psychology
North Texas State University
Denton, Texas 76203

Theodore Kunin
Vice President
Psychological Consultants to Industry, Inc.
744 Henry W. Oliver Building, Mellon Square
Pittsburgh, Pennsylvania 15222

Sheldon J. Lachman
Department of Psychology
Wayne State University
Detroit, Michigan 48202

Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

Theodore F. Lentz
Director
Peace Research Laboratory
6251 San Bonita Avenue
St. Louis, Missouri 63105

Harold I. Lief
Center for the Study of Sex Education in Medicine
Division of Family Study
University of Pennsylvania School of Medicine
4025 Chestnut Street
Philadelphia, Pennsylvania 19104

Theodore W. Lorei
Social Science Analyst
Veterans Administration
173C
Washington, D.C. 20420

A.P. MacDonald, Jr.
P.O. Box 8793
Durham, North Carolina 27707

Mafex Media Aids, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902

Medford School District 549C
500 Monroe Street
Medford, Oregon 97501

Elchanan I. Meir
Department of Psychology
Tel-Aviv University
Tel-Aviv, Israel

National Foundation for Educational Research
The Mere, Upton Park
Slough, Bucks, Great Britain

National Vocational Guidance Association (A Division of the American Personnel and Guidance Association)
1607 New Hampshire Avenue
Washington, D.C. 20009

Clarence H. Nelson
Office of Evaluation Services
Michigan State University
202 S. Kedzie Hall
East Lansing, Michigan 48824

Joy D. Osofsky
Department of Psychology
Temple University
Philadelphia, Pennsylvania 19122

Joseph J. Parnicky
Nisonger Center
The Ohio State University
1580 Cannon Drive
Columbus, Ohio 43210

Psychological Assessment and Services, Inc.
P.O. Box 1031
Iowa City, Iowa 52240

Psychometric Techniques Associates
716 Chatham Center Office Building
Pittsburgh, Pennsylvania 15219

Joseph B. Ray
3822 52nd Street
Lubbock, Texas 79413

Research Concepts
A Division of Test Maker, Inc.
1368 East Airport Road
Muskegon, Michigan 49444

Research Psychologists Press, Inc.
36 St. John Street
Goshen, New York 10924

James R. Rest
University of Minnesota
330 Burton Hall
Minneapolis, Minnesota 55455

Mary Sue Richardson
Assistant Professor
New York University
Department of Counselor Education
Washington Square
New York, New York 10003

Mary F. Robertson, Psychologist
Psychiatry Service
University of Florida
Children's Mental Health Unit
Shands Teaching Hospital
Box 204, JHM Health Center
Gainesville, Florida 32610

Carmi Schooler
Laboratory of Socioenvironmental Studies
Building 10, Room 3D42
National Institute of Mental Health
9000 Rockville Pike
Bethesda, Maryland 20014

Patricia M. Schwirian
School of Nursing
The Ohio State University
1585 Neil Avenue
Columbus, Ohio 43210

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Elizabeth Y. Sharp
Director, Program Development
for Preschool Handicapped
Indian Children
College of Education
Department of Special Education
University of Arizona
Tucson, Arizona 85721

Leonard I. Stein
301 Troy Drive
Madison, Wisconsin 53704

Zanwil Sperber
Department of Child Psychiatry
Cedars Sinai Medical Center
8720 Beverly Boulevard
Los Angeles, California 90048

Jean Carew Watts
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

Henry Wechsler
The Medical Foundation, Inc.
29 Commonwealth Avenue
Boston, Massachusetts 02116

The Williams and Wilkins
Company
428 E. Preston Street
Baltimore, Maryland 21202

Warner R. Wilson
Department of Psychology
Wright State University
Col. Glenn Highway
Dayton, Ohio 45431

William D. Winter
Psychology Department
San Jose State University
San Jose, California 95192

John H. Woodburn
9208 Le Velle Drive
Chevy Chase, Maryland 20015

A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 10, No. 2

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 13-16. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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Acquisitions

Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

• *Assessment of Children's Language Comprehension: 1973 Revision* by Rochana Foster, Jane L. Giddan, and Joel Stark; c1973; Ages 3-7; Consulting Psychologists Press, Inc.

This test is designed to assess receptive language skills at a basic level. It uses a core vocabulary of 50 common words combined into 2-, 3-, and 4-element phrases. No oral responses are required from the child.

Cutrona Reading Inventory: Advanced Level by M.P. Cutrona; c1975; Grades 7-12 and Adults; Cutronics Educational Publications.

This informal sight-reading profile is administered individually and uses sight vocabulary to determine an approximate reading grade level for instructional purposes.

Drumcondra English Tests: Form A; c1974-75; Elementary and Secondary; Educational Research Centre, Ireland.

This series of achievement tests assesses language skills at six levels: Level I—Subtests include: Vocabulary, Word Analysis, and Comprehension. Level II—Subtests include: Vocabulary, Spelling, Language (Capitalization, Punctuation, Usage), and Comprehension. Level III—Subtests include: Vocabulary, Spelling, Language (Capitalization, Punctuation, Usage, Parts of Speech), and Comprehension. Level IV—Subtests include: Vocabulary, Comprehension, Language (Capitalization, Punctuation, Usage, Parts of Speech), and Spelling. Level V—Subtests include: Vocabulary, Spelling, Language, Capitalization, Punctuation, Usage, Grammar), and Comprehension (Passages, Prose, Poetry). Level VI—Subtests include: Vocabulary, Spelling, Language (Capitalization, Punctuation, Usage, Parts of Speech), and Comprehension (Passages, Prose, Poetry).

Drumcondra Irish Test: Form A; c1974-75; Elementary and Secondary; Educational Research Centre, Ireland.

This series of tests assesses achievement of Irish language skills at five levels. Each test includes subtests for Vocabulary, Spelling, Usage, and Reading Comprehension.

Drumcondra Mathematics Tests: Form A; c1974-75; Elementary and Secondary; Educational Research Centre, Ireland.

This series of achievement tests assesses mathematics skills at six levels. The test for each level consists of subtests for Computation, Concepts, and Problem Solving.

• *French Achievement Test: Language Arts* by Jane B. Comeaux, et. al.; 1972-74; Kindergarten-Grade 5; St. Martin Parish Bilingual Education Program

This series of criterion-referenced tests is based on Bilingual Education instructional objectives and is designed to assess language skills in French. Tests are available at six levels:

Kindergarten—Subtests are: Vocabulary-Oral Comprehension; Paragraph Meaning; and Prereading Skills (Recognition), Sequence, and Category.

Grade 1—Subtests are: Vocabulary-Oral Comprehension, Comprehension-Categories, Comprehension-Stories; Word Reading, Initial Consonants; Paragraph Meaning; and Grammar-Syntax.

Grade 2—Subtests are: Vocabulary-Oral Comprehension, Comprehension-Categories; Word Reading; Paragraph Meaning; Spelling; Language Analysis; and Reading Comprehension.

Grade 3—Subtests are: Vocabulary-Oral Comprehension, Comprehension-Categories; Word Reading; Paragraph Meaning; Language Analysis; and Reading Comprehension.

Grade 4—Subtests are: Vocabulary; Spelling; Language Analysis; and Reading Comprehension.

Grade 5—Subtests are: Vocabulary; Spelling; Language Analysis; and Reading Comprehension.

• *French Achievement Test: Mathematics* by Jane B. Comeaux, et. al.; 1972-74; Kindergarten-Grade 5; St. Martin Parish Bilingual Education Program.

This series of criterion-referenced tests assesses mathematics skills in French. Tests are available at six levels:

Kindergarten—Emphasizes numerical concepts.

Grade 1—Subtests are: Numerical Concepts, Numerical Concepts and Fractions, Recognition of Numbers, and Problem Solving.

Grade 2—Subtests are: Numerical Concepts and Problem Solving.

Grade 3—Subtests are: Numerical Concepts and Problem Solving.

Grade 4—Subtests are: Numerical Concepts and Problem Solving.

Grade 5—Subtests are: Numerical Concepts and Problem Solving.

Mathematics Topics Tests: Elementary Series by Frances Crook Morrison; c1974; Grades 4-9; Guidance Centre, Canada.

This series of tests is designed to identify areas of strengths and weaknesses in mathematics: Numbers and Numeration; Addition and Subtraction with Whole Numbers; Multiplication and Division with Whole Numbers; Operations with Frac-

tions; Multiplication and Division with Fractions; and Measurement, Graphs, and Geometry.

• *Miccosukee Culture and Heritage Instrument* by Cyrin Maus; c1974; Kindergarten-Grade 6; Miccosukee Bilingual Project.

This test of the recognition of Miccosukee cultural traits and historical events is in two parts. Part one consists of pictorial items and is appropriate for use in kindergarten through grade 3. Part two contains written items that are appropriate for children in grades 4 through 6.

• *Miccosukee Literacy Instrument: Level One* by Cyrin Maus and Minnie Cypress; 1973; Grades 1-3; Miccosukee Bilingual Project

This measure of literacy in Miccosukee assesses letter recognition, auditory discrimination, and decoding skills.

Miccosukee Literacy Instrument: Level Two by Cyrin Maus, Minnie Cypress, and David West; 1973; Grades 4-6; Miccosukee Bilingual Project.

This test of Miccosukee language skills measures morpheme recognition and decoding and encoding skills.

Prueba de Español como Primer Idioma; 1973; Grade 4; Pharr-San Juan-Alamo Independent School District.

This test is designed to assess usage of Spanish grammar. The 56 items cover: Singular and Plural, Diminutive and Augmentative, Masculine and Feminine, Pronouns, Articles, Adjectives, Verb Tenses, Syllables, Accents, and Punctuation.

• *Prueba de Lectura;* 1971; Kindergarten; Pharr-San Juan-Alamo Independent School District.

This test of reading ability in Spanish covers Vocabulary, Sounds, and Comprehension.

• *Readiness Instrument in Miccosukee* by Cyrin Maus; Not Dated; Preschool; Miccosukee Bilingual Project.

This individually administered readiness test is for Miccosukee-speaking children.

• *SOBER Español* by Ricardo J. Cornejo; c1975; Kindergarten-Grade 3; Science Research Associates, Inc.

This system for objective-based evaluation of reading in Spanish is a parallel system to *SOBAR Reading in English*. The program was developed to measure specific student behaviors. It consists of more than 200 objectives from which the user may select those needed to measure the criteria in a specific curriculum. Objectives are available in the following areas: Encoding, Decoding, Vocabulary, and Comprehension.

SRA Typing 5 by Steven J. Stanard and LaVonne Macaitis; c1975; Adults; Science Research Associates, Inc.

These three five-minute typing tests are designed to measure speed and accuracy in various kinds of typing assignments. Form A—Typing Speed: measures overall speed and accuracy of basic key-stroking ability. Form B—Business Letter: assesses the ability to set up a standard business letter and then type it quickly and accurately. Form C—Numerical: measures speed and accuracy in typing complex material containing words, symbols, and numbers.

• *STS Analysis of Skills—Language Arts;* c1975; Grades 2-8; Scholastic Testing Service, Inc.

This series was designed to provide for both criterion-referenced and norm-referenced evaluation. Criterion-referenced tests are available at six levels covering Capitalization and Punctuation, Usage, Sentence Knowledge, and Composing Process.

• *Science Test: Grade 1;* 1971; Grade 1; Pharr-San Juan-Alamo Independent School District.

This 28-item picture test is designed to assess knowledge of science concepts. The test is in six parts covering: Transportation; Animals, Foods, The Weather and the Seasons, and Our Senses. The questions are read to the child in both English and Spanish.

• *Science Test: Grade 3;* 1972; Grade 3; Pharr-San Juan-Alamo Independent School District.

Designed to measure knowledge of science concepts, this test is in two parts. For Part I, the teacher reads questions in both English and Spanish. The pupil marks the correct picture. Part II consists of 26 multiple-choice items in English.

• *Test of Electrostatics Concepts* by Robert G. Bridgham; Not Dated; Grade 3; Robert G. Bridgham.

This practical test employs 30 Piaget-like tasks to assess achievement in additive and multiplicative classification, seriation, and electrostatics concepts.

• *Test on Bicultural Heritage;* 1971; Kindergarten-Grade 3; Pharr-San Juan-Alamo Independent School District.

This picture test assesses knowledge of bicultural heritage. The questions are read to the pupils in both English and Spanish. Forms are available for kindergarten and grades 1, 2, and 3.

APTITUDE

Armed Services Vocational Aptitude Battery; c1967-75; Grades 9-12 and Adults; Armed Forces Vocational Testing Group.

This battery is intended for use by counselors to stimulate student interest in service job and training opportunities. It is a group of nine tests designed to measure aptitude in five separate vocational-technical areas: General/Technical, Motor Mechanics, General Mechanics, Clerical/Administrative, and Electronics. The tests are Coding Speed, Word Knowledge, Arithmetic Reasoning, Tool Knowledge, Space Perception, Mechanical Comprehension, Shop Information, Automotive Information, and Electronics Information. The battery is administered at participating high schools by Department of Defense personnel.

Cognitive Abilities Tests Battery by Margaret L. Harris and Chester W. Harris; c1973-74; Wisconsin Research and Development Center for Cognitive Learning.

This battery of tests was prepared for use in the Structure of Concept Attainment Abilities Project. The 56 tests deal with seven latent cognitive abilities: Verbal (comprehension of information presented in verbal- or pictorial-semantic content, including induction of classes); Induction (induction of classes when non-semantic content is employed); Numerical (using numbers as cardinal numbers but not as nominal symbols); Word Fluency (fluency in dealing with words where word meanings are not involved); Memory (retention of memorized information); Perceptual Speed (quickness in perceiving details); and Simple Visualization (visualization of missing portions of pictures or figures).

• *Hess School Readiness Scale* by Richard J. Hess; c1975; Ages 3-7; Mafex Associates, Inc.

This individualized screening procedure is designed to indicate a child's intellectual readiness to enter school. It consists of 12 subtests intended to sample areas of general intelligence: Pictorial Identification, Discrimination of Animal Pictures, Picture Memory, Form Perception and Discrimination, Comprehension and Discrimination, Copying Geometric Forms, Paper Folding, Number Concepts, Digit Memory Span, Opposite Analogies, Comprehension, and Sentence Memory Span.

• *Living Room School Cognitive Assessment Inventory* by Lawrence E. McNally, Doris Braun, Doris V. Gunnarsson, and Sally Stephenson; Not Dated; Ages 2-5; Nassau County Board of Cooperative Educational Services.

This individually administered procedure is designed to assess children's cognitive skills and measure changes in their cognitive behavior. The inventory consists of eleven subtests: Body Parts, Colors, Shapes, Size, Classification, Numbers, Positional Relationship, Zipper Frame, Button Frame, Scissors, and Large Motor Coordination. Some props are needed to administer the test.

Means-Ends Problem-Solving Procedure by Jerome J. Platt and George Spivack; c1975; Adolescents and Adults; Jerome J. Platt.

This device is designed to measure an important component of real-life problem solving; that is, an individual's ability to orient himself to and conceptualize means of moving toward a goal. The procedure consists of ten story stems in which the respondent is presented with a problem and the final outcome. He is then required to complete each story by giving the means that could be used to achieve the stated outcome. The stories can be scored for number of relevant means, obstacles, enumeration of means, time, irrelevant means, and no-means response, as well as for story content.

Object Identification Test by William Harris; 1967; Adults; Human Factors Research, Inc.

This test is designed to measure some effects of environmental stress on human perceptual performance. Each item consists of an ordered series of seven line drawings. The first drawing in a series presents a relatively ambiguous stimulus. Details are added to successive drawings until an easily recognizable object is pictured. The respondent's score for each item is the number of the drawing with which he correctly identifies the object.

• *Pattern Recognition Skills Inventory* by Les Sternberg; c1974; Preschool and Above; Hubbard.

This measure of children's aptitude in mathematics and language is based on their ability to recognize various patterns. The inventory uses four types of pattern tasks: original learning, reverse shift, intradimensional shift, and extradimensional shift. It can be used to determine a student's levels of readiness for functioning in math and language, his levels of development of reasoning skills, and appropriate curricular approaches.

Stroop Color and Word Test: Group Version by Charles J. Golden; Not Dated; Adults; Charles J. Golden.

This device is designed to measure resistance to interference; that is, an individual's ability to screen incoming stimuli and select only those which are relevant.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

Authoritarian Family Ideology Scale by Claire B. Ernhart and Jane Loevinger; Not Dated; Adults; Claire B. Ernhart.

This 41-item scale is designed to assess belief in hierarchical family organization, demand for respect from children, and tendency to acquiesce to banal and stereotyped remarks.

Brief Version of the Franck Drawing Completion Test by Fred L. Strodtbeck, William Bezdek, and Benedicte Madsen; 1970; Adults; Fred L. Strodtbeck.

This projective test is designed to measure sex-role identity. The respondents are asked to complete 11 line drawings and the scores obtained are distributed along a continuum according to the femininity of their responses.

Career Assessment Inventory by Charles B. Johansson; c1973-75; Grades 9-16 and Adults; Interpretive Scoring Systems.

This interest inventory is designed to aid in the career counseling of both students and adults. The 305-item inventory may be used with both individuals interested in immediate career entry and those interested in careers requiring some post-secondary education such as technical, business school, or college training. It is scored in three categories: Theme Scales (Holland's six vocational types), Basic Interest Scales, and Occupational Scales.

Compton Fabric Preference Test by Norma H. Compton; c1965; Grades 7-16 and Adults; Norma H. Compton.

This paired-choice test was designed for use in research concerning relationships between individuals' color, design, and texture preferences in clothing fabrics and their physical and personality characteristics. The test consists of 78 35mm color slides of apparel fabrics, differing with respect to chroma and value of color, figure-ground color value contrasts, warm versus cool colors, design size, and rough versus smooth textures.

• *Cross-Cultural Attitude Inventory* by Cyrin Maus; 1974; Grades 1-6; Miccosukee Bilingual Project.

This instrument is designed to assess attitudes toward Miccosukee cultural traits. Each item depicts something representative of either the American or Miccosukee culture. The child indicates his attitude by marking one of five faces, ranging from frowning to smiling.

Death Concern Scale by Louis S. Dickstein; circa 1972; College Students; Louis S. Dickstein.

This 30-item scale is designed to measure differences in the degree to which the individual consciously thinks about death and is disturbed by its implications.

Hierarchical Control Scale by Nancy Cochran; Not Dated; Adults; Nancy Cochran.

This attitude scale was developed to distinguish preferences for situations where decisions are made by persons with power and authority from situations where decisions rest with the person most affected, regardless of status. The 34 items sample a broad range of legal, moral, and interpersonal situations.

Intellectualism-Pragmatism Scale by Harold E. Yuker and J. R. Block; 1965; College Students; Harold E. Yuker.

This 30-item Likert-type scale was developed to measure intellectual versus pragmatic attitudes in college students. High scores on the scale are interpreted as reflecting "intellectual-liberal" attitudes while low scores are considered as reflecting "pragmatic-conservative" attitudes.

Intercultural Insight Questionnaire by Henry Clay Lindgren; Not Dated; Adults; Henry Clay Lindgren.

This questionnaire measures cross-cultural sensitivity, insight, or empathy. It consists of 24 pairs of American and British personality trait descriptions. The subject is asked to identify either the American or the British traits.

Interpersonal Checklist by Rolfe LaForge; 1973; Adolescents and Adults; Rolfe LaForge.

This 134-item list of words or phrases may be used to obtain self-descriptions or descriptions by others with respect to personality characteristics revealed in interpersonal situations. The respondent goes through the list marking those which apply to himself and leaving blank those which do not apply. He then goes through the list again for mother, father, spouse, and ideal, respectively. The checklist yields scores for two dimensions: Dominance-Submission and Love-Hate. In addition, the average intensity of the words marked by the respondent may be calculated.

Inventaire des Valeurs Relatives au Travail by Loyde W. Hales and Bradford J. Fenner; c1975; Grade 7-Adults; Editest, Belgium.

This French edition of the *Ohio Work Values Inventory* was developed to assess the importance individuals attach to those qualities of work that they find satisfying. It measures eleven significant work values: Altruism, Object Orientation, Security, Control, Self-Realization, Independence, Money, Task Satisfaction, Solitude, Ideas/Data Orientation, and Prestige.

Inventory of Psychosocial Development by Anne Constantinople; Not Dated; College Students; Ann Constantinople.

This questionnaire was designed to assess an individual's maturity at each of Erikson's first six stages of psychosocial development. It consists of twelve subscales: Basic Trust, Autonomy, Initiative, Industry, Identity, Intimacy, Basic Mistrust, Shame and Doubt, Guilt, Inferiority, Identity Diffusion, and Isolation.

Lifestyle Preference Survey by Richard D. Kahoe; 1974; Adults; Richard D. Kahoe.

This questionnaire was designed to measure motivations for migrating to and from rural and urban areas. It yields scores for three motivations: avoidance of the perceived problems of metropolitan life, preference for natural settings vs. technological settings, and preference for the social intimacy of the small town vs. cultural advantages of the city.

Love Scale by Alvin Pam, Robert Plutchik, and Hope R. Conte; Not Dated; Adults; Alvin Pam.

This 40-item scale was developed to measure feelings and attitudes associated with being in love. It assesses the five dimensions which are assumed to be basic to the experience of love: Respect, Congeniality, Altruism, Physical Attraction, and Attachment.

• *Martinek-Zaichkowsky Self-Concept Scale for Children* by Thomas J. Martinek and Leonard D. Zaichkowsky; 1965; Grades 1-8; Thomas J. Martinek.

This nonverbal, culture-free test is designed to measure children's global self-concept. The child responds to each item by marking the picture that he feels is most like him. The scale includes five factors: Satisfaction and Happiness; Home and Family Relationships and Circumstances; Ability in Games, Recreation, and Sports; Personality Traits and Emotional Tendencies; and Behavioral and Social Characteristics in School.

Minneapolis Student Opinion Questionnaire by Lary Johnson and R. W. Faunce; 1972; Grades 7-12; R. W. Faunce*.

This 92-item questionnaire measures student attitudes in the following areas: general liking of school, interest in learning, unfair punishment, self-concept, friendly atmosphere, involvement in decision making, class discussions, positive reinforcement, curriculum relevance, fear of asking questions, perception of progress in learning, teacher quality, and racial attitudes. *Included in: Johnson, L. and Faunce, R. W. "Minneapolis Junior and Senior High School Students' Attitudes Toward School." (ED 084 303).

Negative Attitudes Toward Masturbation Inventory by Paul R. Abramson and Donald L. Mosher; Not Dated; Adults; Paul R. Abramson.

This 30-item questionnaire is designed to elicit attitudes toward masturbation. It comprises three factors: positive attitudes toward masturbation, false beliefs about the harmful nature of masturbation, and personally experienced negative effects associated with masturbation.

New Physician's Rating List by Spencer M. Free; Not Dated; Adults; Spencer M. Free.

This 19-item checklist is designed to rate the symptoms manifested by out-patients. The items represent three symptom complexes: anxiety, depression, and somatic complaints.

Ohio Work Values Inventory by Bradford J. Fenner and Loyde W. Hales; c1973-74; Open Range*; Loyde W. Hales.

This instrument was developed to provide a means for individuals to assess the importance they attach to those qualities of work that are personally rewarding and fulfilling. The 77 items measure eleven significant work values: Altruism, Object Orientation, Security, Control, Self-Realization, Independence, Money, Task Satisfaction, Solitude, Ideas/Data Orientation, and Prestige. *The inventory can be used with anyone who reads above the 2.8 grade level.

Perceived Equity Scale by Paul E. Spector, Louis P. White, and Stephen L. Cohen; 1975; Adults; Paul E. Spector.

This 19-item questionnaire is designed to measure whether or not an individual feels equitably compensated in his job. The items pertain to rewards or inducements that an employer or organization can give an employee. The respondent is required to compare the rewards he receives with the effort he must make.

Personal Attributes Questionnaire by Janet T. Spence, Robert Helmrich, and Joy Stapp; Not Dated; Adults; Janet T. Spence.

This device provides a measure of sex-role stereotypes; that is, beliefs that men and women differ in many of their characteristics. Respondents rate themselves and then a typical male and female on a series of items. The ratings are divided into male-valued, female-valued, and sex-specific items. The questionnaire is a revision of the Sex Role Stereotype Questionnaire.

Physician's Rating List by Spencer M. Free and Marshall B. Guthrie; 1969; Adults; Spencer M. Free.

This 18-symptom checklist was designed to assess anxiety and total morbidity in psychoneurotics. It comprises three factors: anxiety manifestations, psychosomatic complaints, and depression. The list is intended for use by psychiatrists as well as internists and general practitioners who are interested in mental health research.

Reaction Inventory—Anger by David R. Evans and Mel Stangeland; 1971; Adults; David R. Evans.

This 76-item inventory was developed to isolate, in individuals, specific stimulus situations that result in anger. It comprises ten factors: minor chance annoyances, destructive people, unnecessary delays, inconsiderate people, opinionated people, frustration in business, criticism, major chance annoyances, people being personal, and authority.

Reaction Inventory—Guilt by David R. Evans; c1970; Adults; David R. Evans.

This inventory was developed to isolate, in individuals, specific stimulus situations that result in guilt. It consists of 50 guilt-provoking situations with a rating scale for each situation, and comprises four factors: intentional behavior disrupting interpersonal relations, self-destructive behavior, behavior contrary to moral or ethical principles, and unintentional behavior disrupting interpersonal relationships.

Reactions Questionnaire: Form C-2 by John J. Woodmansee; 1964; Adults; John J. Woodmansee.

This questionnaire elicits attitudes toward Negroes by measuring sympathetic identification with the underdog. It is an extension of the original Schuman and Harding Scale.

S-R Inventory of General Trait Anxiousness by Norman S. Endler and Marilyn Okada; 1974; Adolescents and Adults; Norman S. Endler.

This self-report inventory is designed to measure multidimensional facets of trait anxiety. It emphasizes the importance of

the situational aspects of anxiety when attempting to explain and predict individual behavior. The inventory employs five general situations (interpersonal, dangerous, novel, routine, and evaluational) and 15 modes of response.

Scale of Socio-Egocentrism: Revised Edition, 1975 by James S. Peters II; Grades 7-16; Peters and Associates.

This 60-item scale evaluates the degree of adjustment a person makes to "self" and to "society" as he perceives them. It elicits the respondent's self- and socially-oriented positive and negative attitudes in terms of seven relationships: self, primary, peer group, opposite sex, secondary, interpersonal, and generalized.

Scales of Alienated Attitude by Gwynn Nettler; Not Dated; Adults; Gwynn Nettler.

These scales are designed to assess estrangement from some of the principal values of American culture. The instrument consists of four subscales: Opposition to Mass Culture, Antifamilism, Antireligiosity, and Antipoliticalism. It is not intended for individual assessment and has always been used in the context of some other questionnaire.

Self-Concept—Attitude Towards School—Peer Relations by Richard P. Ivie; 1972-75; Grades 6-9; Bilingual Leadership Through Speech and Drama, Pomona Unified School District.

This 59-item questionnaire is designed to measure students' self-concept and attitudes toward school and peers. The questionnaire is available in both Spanish and English.

• *Student Attitude Measure* by David Colwell, Jim James, Myung-Hee Jung, and Jim Marchisio; 1975; Grades 1-4; David Colwell*.

This 24-item instrument was developed to assess educationally relevant attitude of pupils in the primary grades. It measures three dimensions of student attitude: general attitude toward school, interpersonal self-concept, and intrapersonal self-concept. *Included in: Colwell, D., et. al. "Development and Validation of an Instrument for Measuring Attitudes of Primary Students in a Large Urban School System." (ED 110 475).

Teaching Attitude Inventory by Joanne Rand Whitmore; 1974; Adults; Joanne Rand Whitmore.

This instrument is intended to identify representatives of two dichotomous styles of teaching: traditional (teacher-centered teaching) and experimental (pupil-centered teaching). The 24 items pertain to teachers' positions in relation to educational issues and teaching decisions. Subscales of the Inventory are: Controlling vs. Releasing, Rigidity vs. Flexibility, Individualism vs. Group-Orientation, and Interest vs. Disinterest in Professionalism.

Thinking About My School (TAMS) by Joanne Rand Whitmore; 1974; Grades 4-6; Joanne Rand Whitmore.

This 47-item questionnaire is intended to measure student perception of the school environment. It is comprised of five subscales: Power, Social, Work, Teacher, and Liking for School. TAMS was developed for use with students in a low SES black community.

Unusual Experiments Scale by Ralph D. Norman and Judith N. Fenson; Not Dated; College Students; Ralph D. Norman.

This device was designed to investigate the willingness of subjects to volunteer for unusual experiments. Four experiments, ranging from exciting to dull, are described. Respondents are asked to rank order the experiments for which they would volunteer.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Adjective Check List by Spencer M. Free and Marshall B. Guthrie; 1968; Adults; Spencer M. Free.

This 50-item checklist was designed to provide a comparative evaluation of pharmaceutical preparations using subjective criteria. The list consists of adjectives denoting both comfortable and uncomfortable feelings.

Aide-Experience Questionnaire by Emory L. Cowen, Raymond P. Lorion, and Robert A. Caldwell; Not Dated; Adults; Emory L. Cowen.

This 56-item questionnaire was designed for use in research on the nature of the helper-helpee dyad. Each item describes a situation that could create handling problems. The respondent is asked to make two ratings indicating the frequency with which the situation occurred and the degree of discomfort caused by the situation.

• *Balthazar Scales of Adaptive Behavior II: Scales of Social Adaptation* by Earl E. Balthazar; c1973; Ages 5-57; Consulting Psychologists Press, Inc.

Designed to measure coping behaviors for the profoundly retarded adult or child, BSAB II comprises eight social scale categories: Unadaptive Self-Directed Behaviors, Unadaptive Interpersonal Behaviors, Adaptive Self-Directed Behaviors, Adaptive Interpersonal Behaviors, Verbal Communication, Play Activities, Response to Instructions, and Checklist Items. The scales employ direct observation of subjects in their own environment and are helpful in program planning and evaluation.

Behavior Checklist by Eli Z. Rubin, Clyde B. Simson, and Marcus C. Betwee; 1966; Grades 4-6; Eli Z. Rubin.

The purpose of this checklist is to provide a method by which teachers' ratings can be used to identify maladjusted children and facilitate their placement in remedial education. The checklist is comprised of 39 items describing behavior indicative of maladjustment in the classroom situation. The teacher indicates whether each behavior is typical of the child and if so, how frequently it occurs. The checklist encompasses seven factors: disorientation and maladaptation to the environment; antisocial behavior; unassertive, overconforming behavior; neglect; infantile behavior; immature social behavior; and irresponsible behavior.

• *Behavior Rating Scales* by Patricia B. Elmore and Donald Beggs; Not Dated; Grades 3-6; Patricia B. Elmore.

These devices were developed for use in a study which was undertaken to determine the consistency of teachers' responses to items describing observable pupil personality traits in a classroom setting using five-, seven-, and nine-category rating scales.

Bilingual Center Parent Questionnaire; 1974; Adults; Chicago Area Bilingual Centers.

This questionnaire was designed to elicit from parents information about their cultural backgrounds and attitudes toward the bilingual program in which their children are involved. Forms of the questionnaire are available in English, Spanish, Greek, Arabic, Korean, Chinese, Japanese, Italian, and Tagalog.

Bilingual Education Program Teacher Self-Assessment Form; 1974; Adults; Chicago Area Bilingual Centers.

The purpose of this questionnaire is to determine the degree to which the six goals of the bilingual educational program are being implemented and to obtain suggestions for improving implementation of these goals.

Bilingual Program Administrator Questionnaire; 1974; Adults; Chicago Area Bilingual Centers.

This questionnaire is designed to obtain from administrators of bilingual programs information on the degree of program implementation and suggestions for program improvement.

• *Characteristics Scale* by Patricia B. Elmore and Donald L. Beggs; Not Dated; Grades 3-6; Patricia B. Elmore.

This instrument was designed to obtain an indication of children's characteristics considered important and unimportant to elementary school teachers in judging acceptable classroom behavior.

• *Children's Interaction Matrix-Research Edition: Intermediate and Primary Form* by Robert J. Drummond, Walter G. McIntire, James J. Muro, and Donna B. Brown; 1975; Grades 1-8; Robert J. Drummond.

Based on the *Hill Interaction Matrix*, this device is designed to identify the preferred work and content styles of children in group situations. The 64 items pertain to four work styles (conventional, assertive, speculative, confrontive) and four content styles (topic, group, personal, relationship). The Intermediate Form comprises eight factors: peer relations, aggressive, facilitative leadership, affiliation, openness, intraception, dogmatism, and problem solving.

Classroom Environment Index by William J. Walker and George G. Stern; c1971; Grades 7-12; George G. Stern*.

This 300-item instrument is designed to measure the psychological environment of the classroom. Subscales: Abasement-Assurance, Achievement, Adaptability-Defensiveness, Affiliation, Aggression-Blame Avoidance, Change-Sameness, Conjunctivity-Disjunctivity, Counteraction, Deference-Restiveness, Dominance-Tolerance, Ego Achievement, Emotionality-Placidity, Energy-Passivity, Exhibitionism-Inferiority Avoidance, Fantasied Achievement, Harm Avoidance-Risk Taking, Humanities, Impulsiveness-Deliberation, Narcissism, Nurturance, Objectivity-Projectivity, Order-Disorder, Play-Work, Practicalness-Impracticalness, Reflectiveness, Science, Sensuality-Puritanism, Sexuality-Prudishness, Supplication-Autonomy, and Understanding. *Included in: Walker, W. J. and Stern, G. G. "The Measurement of Classroom Environmental Press." (ED 099 418).

Conference Role Semantic Differential by Alfred R. Hecht; 1975; Adults; Alfred R. Hecht*.

This device provides a brief, diagnostic measure of administrative performance. The 15 bi-polar adjective pairs sample task and interpersonal functions of educational leaders in individual conferences. Two free-response items ask evaluators to identify strengths and weaknesses in the conference roles performed by the person being evaluated. Factors assessed are: Persuasive, Problem-Solving, Tact in Personal Contacts, and Accepting Others' Views. *Included in: Hecht, A. R. "A Semantic Differential Instrument for Evaluating Conference Role Performance of Educational Administrators." (ED 110 478).

• *Eating Behavior Study Sheet* by Donald L. Marburg; 1971; Open Range; Beverly Sutton.

This checklist is designed to measure the behavior of hospital patients during meal periods. The patient may be described as either disruptive or cooperative. This study sheet was used to determine the effect of child-care workers eating with the children versus observing the children at meal time.

• *Functional Profile;* c1975; Birth-3 years; O-3 Project, Peoria Association for Retarded Citizens and United Cerebral Palsy Association of Northwestern Illinois.

This checklist was developed to aid in the early identification, referral, evaluation, and delivery of appropriate intervention techniques for handicapped preschool children. It provides an indication of the child's level of functioning in the following areas: Social; Cognitive, Linguistic and Verbal; Gross Motor; Fine Motor; Eating; Dressing; and Toilet Training.

Goal Checklist by Andrew Thompson; c1967; College Students; Andrew Thompson.

This device elicits diagnostic information concerning the goals of individuals seeking help at college counseling centers. It consists of 38 goals in the areas of social and family relations and self-development. The checklist is completed by both the counselor and the client.

Managerial Philosophies Scale by Jacob Jacoby and James R. Terborg; c1975; Adults; Teleometrics International.

This instrument is designed to identify managerial approaches to subordinate motivation and organizational behavior. It is based on McGregor's Theory X-Theory Y analysis of concepts of the nature of the working man.

Managerial Style Questionnaire by Bruce A. Kirchhoff; c1973; Adults; Bruce A. Kirchhoff.

This self-evaluation instrument is designed to indicate the extent to which managers use objectives or goals in performing eight critical managerial functions: planning, controlling, coordinating, motivating, appraisal, compensation, personnel selection, and training and developing.

Parental Acceptance Scale by Blaine R. Porter; Not Dated (scale is copyrighted); Adults; Blaine R. Porter.

The purpose of this device is to locate a parent on a continuum ranging from low to high acceptance according to the degree of acceptance he has for his child. The parent rates himself on 40 items pertaining to the feelings he has and the actions he takes in relationship to his child. The scale involves four dimensions of acceptance: recognition of the child as a person with feelings and respect for his right to express these feelings; recognition of the uniqueness of the child; recognition of the child's need to become autonomous; and unconditional love.

• *Peer Rating Scale* by Gerald Rubenstein, Lawrence Fisher, and Howard Iker; 1975; Grade 1-6; Gerald Rubenstein.

This instrument was designed to assess the nature of the conceptual schemas used by pupils in observing the behavior of peers. The 22-item scale is administered as a sociometric schedule wherein each child is asked to select the classmate who best fills the role described in each item. The scale includes four factors: bright/compliant student, intrusive student, dull student, and friendly student.

• *Porch Index of Communication Ability in Children* by Bruce E. Porch; c1974; Preschool-Grade 6; Consulting Psychologists Press, Inc.

This clinical tool is designed to assess and quantify certain verbal, gestural, and graphic abilities. Through its use, the clinician may obtain general and specific levels of output ability and make inferences about input and integrative ability. Two batteries are provided. The Basic Battery is for use with children functioning at the preschool level, and the Advanced Battery is for use with children functioning at the first-grade level or above. This device is a revision of the original index which was developed for use with adult aphasics.

Process Diagnostic by Jay Hall; c1974-75; Adults; Teleometrics International.

This instrument is designed to provide a means by which group functioning and group members' behaviors can be examined systematically. Observable behaviors are grouped into three modes of group functioning: Problem Solving (integrative, content-bound, process-bound), Fight (frustration, status-striving, perceptual difference) and Flight (fear, indifference, impotence).

• *Readiness for Kindergarten: A Coloring Book for Parents* by James O. Massey; c1975; Preschool; Consulting Psychologists Press, Inc.

Using a coloring book format, this device enables parents to evaluate their preschool child's school readiness in the areas of intellectual, physical, and social-emotional development.

• *Ring and Peg Tests of Behavior Development: Revised Edition, 1975* by Katharine M. Banham; c1975; Birth-6 years; Psychometric Affiliates.

This revised edition is designed to be administered as a point scale rather than an age scale. It assesses the child's development in five categories of behavior: Ambulative (posture, balance, locomotion), Manipulative (form perception, eye-hand coordination, material combination), Communicative sound and time perception, speech and language), Social Adaptive (sociability, independence and cooperation), and Emotive (emotion, interest, drive and motivation).

• *Sociometric Status Test* by Shirley G. Moore; 1973; Preschool; Shirley G. Moore.

This device was developed to obtain measures of children's peer acceptance and rejection. Sociometric selections are made during individual interviews in which the child indicates his choices from an array of head and shoulder photographs of the members of the peer group.

• *Teacher Rating Scale* by Gerald Rubenstein and Lawrence Fisher; 1974; Grades 1-6; Gerald Rubenstein.

This instrument was designed to assess children's school-related competencies as observed by teachers. The 26-item inventory includes four factors that represent the principle dimensions of observable school behavior: cognitive competence, social compliance, social competence, and motivational orientation.

• *Teachers' Rating Questionnaire* by W. C. Wyman and E. N. Wright; 1974; Kindergarten and Grade 9; E. N. Wright, Canada.

This questionnaire provides an unobtrusive measure of pupils' school success. Teachers rate their pupil on a series of behavioral situations relating to areas of development. There are four versions of the questionnaire. The forms for kindergarten, grade 1, and grade 2 cover these developmental areas: Language, Mental, Social, Emotional, and Physical. The form for grades 3 through 9 covers Performance, Adjustment, Creativity, and Prediction.

• *Vision Screening for Head Starters* by Celia Foley; Not Dated; Ages 3-5; Alaska Treatment Center for Crippled Children and Adults•.

This booklet demonstrates how to do vision screening of preschool children using the Snellen "E Chart." •Included in: Foley, C. "Vision Screening for Head Starters." (ED 096 927).

World of Work Inventory by Robert E. Ripley; c1973-75; Grades 9-16 and Adults; Interpretive Scoring Systems.

This career-counseling tool is designed to measure career/occupational interest, vocational training potential, and personal temperament factors relating to job satisfaction. The 516-item inventory yields scores for Career Interest Activities (Professional, Managerial and Technical, Clerical and Sales, Service, Outdoor, Industrial); Vocational Training Potentials (Verbal, Numerical, Abstract, Spatial-Form, Mechanical-Electrical, Clerical); and Job Satisfaction Indicators (Versatile, Adaptable to Repetitive Work, Adaptable to Performing under Specific Instructions, Dominant, Gregarious, Isolative, Influencing, Self-Controlled, Valuative, Objective, Subjective, Rigorous).

Announcements Received

SRA Sales Selection Kit; c1975; Adults; Science Research Associates, Inc.

This kit was developed to assist companies in the selection of their sales personnel. It consists of three tests: *Survey of Personal Values, Survey of Interpersonal Values,* and *Sales Attitude Checklist.* Also included is a Personal Qualification Summary.

SRA Test of Mechanical Concepts by Steven J. Scanard, Kathleen A. Bode; c1975; Adults; Science Research Associates, Inc.

This test assesses an individual's basic understanding of mechanics and mechanical relationships. Three areas are covered: identification of mechanical interrelationships, identification of mechanical tools and devices, and traditional spatial relations.

• *Vocabulary Comprehension Scale* by Tina E. Bangs; c1975; Ages 2-6; Learning Concepts.

This device utilizes toys, which the child manipulates, to identify problems with pronouns and concepts of position, quality, quantity, and size.

New References

Borich, Gary D., Editor. *Evaluating Educational Programs and Products.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1974. Pp. xxi + 491, $12.95.

This volume is intended as a guide and handbook for planners, developers and evaluators of educational programs and products. Three important aspects of the evaluator's work are covered: establishing perspective, planning the evaluation, and analyzing the data.

Diamond, Esther E., Editor. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* Washington, D.C.: Career Education Program, NIE, DHEW, Spring 1975. Pp. xxix + 219.

In addition to presenting the Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories, this volume includes a series of essays that examine specific issues pertaining to this topic.

Doyle, Kennth O. *Student Evaluation of Instruction.* Lexington, Massachusetts: D. C. Heath and Company, 1975. Pp. xvii + 144, $13.50.

This book deals with the use of student evaluation as a tool for teaching improvement. The discussion covers: the type of information student evaluation can provide, the validity of this information as compared with data from other sources, and what the relative costs and gains of the use of student evaluations may be. Representative student evaluation forms are provided in the appendix.

Frey, Sarah D. *Evaluation Instruments for Bilingual Education: An Annotated Bibliography.* Austin, Texas: Dissemination Center for Bilingual Bicultural Education, January 1975. Pp. 125, $1.50.

This is an updated compendium of evaluation instruments in use at project sites throughout the U.S. It is intended to assist bilingual-bicultural educators to locate, develop, or adapt

evaluation instruments suitable to local assessment needs. The book is divided into three sections: Project-Developed Instruments, Commercially Published Instruments, and Instruments from Non-Commercial Sources.

Green, Donald Ross, Editor. *The Aptitude-Achievement Distinction.* Monterey, California: CTB/McGraw-Hill, 1974. Pp. vi + 384, $13.50.

This volume consists of the proceedings of a conference that dealt with the relationship between the two principle cognitive measures traditionally used in the schools—aptitude tests and achievement tests.

Harris, Charles W., Alkin, Marvin C., and Popham, W. James, Editors. *Problems in Criterion-Referenced Measurement.* Los Angeles, California: Center for the Study of Evaluation, 1974. Pp. vii + 176, $3.50.

This monograph consists of two sections. The first section includes essays by practitioners in which technical measurement problems related to criterion-referenced testing are identified. In the second section, solutions to the problems perceived by the practioners are proposed.

Knapp, Joan and Sharon, Amiel. *A Compendium of Assessment Techniques.* Princeton, N.J.: CAEL, Educational Testing Service, 1975. Pp. 50.

This compendium provides a brief introduction to techniques that can be used to assess experiential learning. The assessment techniques that are discussed include: performance tests, simulations, assessment centers, essay examinations, objective written examinations, interviews, self-assessment, ratings, and product assessment.

Knox, Alan B., et. al. *An Evaluation Guide for Adult Basic Education Programs.* New York: Center for Adult Education, Teachers College, 1974. Pp. 159.

This guide is designed to facilitate the evaluation of adult education programs. It provides step-by-step instructions and includes the questionnaires and other forms needed for evaluation.

Mager, Robert F. *Measuring Instructional Intent or Got a Match?* Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1973. Pp. vii + 159, $3.25.

This book describes and illustrates a procedure intended to facilitate the selection or preparation of test items that match specified objectives.

Oppenheim, A. N. and Torney, Judith. *The Measurement of Children's Civic Attitudes in Different Nations.* New York: John Wiley and Sons, 1974. Pp. 84, $5.95.

This monograph reports on the conceptual analysis and instrument development phase of The International Association for the Evaluation of Educational Achievement's ten-nation study of children's civic attitudes.

Sanders, James R. and Sachse, Thomas P., Editors. *Problems and Potentials of Applied Performance Testing.* Portland, Oregon: Northwest Regional Educational Laboratory, 1975. Pp. v + 159, $3.50.

This volume presents the proceedings of the National Conference on the Future of Applied Performance Testing. In addition to providing a report by the Clearinghouse on Applied Performance Testing, it includes discussions of problems, issues, and needed research and development in applied performance testing.

Taylor, Elaine N., Vineburg, Robert, and Goffard, S. James. *Procedures for Surveying School Problems: Some Individual, Group, and System Indicators.* Alexandria, Virginia: Human Resources Research Organization, 1974. Pp. viii + 70.

This manual presents information on three instruments designed to obtain information about potential problems in schools which may be amenable to treatment by mental health indirect services programs carried out by mental health consultants and members of the school's staff. Part I describes the instruments and procedures for their use. Part II contains more technical information on the formal characteristics of the instruments.

• Uzgiris, Ina C. and Hunt, J. McV. *Assessment in Infancy: Ordinal Scales of Psychological Development.* Urbana: University of Illinois Press, 1975. Pp. xi + 263, $10.00.

This book presents a new approach to the assessment of psychological development in infancy in which an infant's achievements are viewed as a coherent sequence of ordered levels. Seven scales for assessing infant development are described and instructions for administering the scales and recording infant actions in various situations are provided.

Wenting, Tim L. and Lawson, Tom E. *Evaluating Occupational Education and Training Programs.* Boston: Allyn and Bacon, Inc., 1975. Pp. xii + 355, $11.95.

This book is designed to help teachers, administrators, and ancillary personnel of occupational education and training programs design and conduct evaluation activities. Following an introductory discussion, the chapters provide an orientation to evaluation, a guide to the design and implementation of an evaluation system, and a guide to the utilization of results.

Wylie, Ruth C. *The Self-Concept—Revised Edition, Volume One: A Review of Methodological Considerations and Measuring Instruments.* Lincoln: University of Nebraska Press, 1974. Pp. xviii + 433, $12.50.

This volume is concerned with a conceptual treatment of methodology relevant to self-concept research and an evaluation of extant research designs, procedures, and measurement techniques.

Approaches to Test Validation. Chicago, Illinois: Science Research Associates, Inc. $95.00.

This series of six cassettes consists of discussions of various aspects of test validation. Speakers and topics include: James C. Sharf, Government Regulations and Fair Employment; Marvin D. Dunnette and Robert W. Heckman, Validation Strategies and Personnel Decisions; John C. Flanagan, Defining a Criterion for Estimating Predictive Validity; Milton D. Hakel, Fairness and Selection Interviews; Edwin A. Fleishman, Evaluating Physical Abilities Required for Jobs; and Steven J. Stanard, Test Validation—An Overview.

Directory of Task Inventories— Volume 2. Columbus, Ohio: Center for Vocational Education, 1975. Pp. 99.

This volume is the second in a series of directories compiled to provide information on available task inventories. Task inventories are listings of activities performed by workers on their jobs.

Employee Attitude Surveys; c1975; Chicago, Illinois: Science Research Associates, Inc., $95.00

These six cassettes comprise a series of discussions on attitudes surveys. Speakers and topics include: R. A. Dunnington, Opinion Surveys as Part of a Management System; Victor K. Schuster, The Attitude Survey—An Indispensable Management Tool; Frank J. Smith, Organizational Functions of Attitude Surveys; David J. McNamara, Attitude Surveys—The Preventive Maintenance of Good Employee Relations; Hugh G. Moltzau, Plans and Procedures for Conducting an Attitude Survey; and Robert N. Ford, An Effective Attitude Survey Strategy.

SRA Validation Kit by Steven J. Stanard; c1975; Adults; Science Research Associates, Inc.

This kit is intended to provide a company with the opportunity to conduct test validation research without the aid of an outside consultant. It contains two booklets which explain the concepts involved in the process. Book I is designed to familiarize personnel administrators with the general areas of government fair employment guidelines, affirmative action, and employee testing and selection procedures. Book II provides a step-by-step guide to test validation. Other components of the kit include: Job Analysis Surveys, Data Collection Sheets, and a Validation Wheel.

Test Reviews

• *American School Achievement Tests;* Bobbs-Merrill Company, Inc.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools,* October 1975, Vol. 12, No. 4, 510-511.

• *Stanford Achievement Tests: 1973 Edition;* Harcourt Brace Jovanovich, Inc.

Reviewed by Irvin J. Lehmann, Michigan State University, in *The Journal of Educational Measurement,* 1975, Vol. 12, No. 4, 297-306.

• *Woodcock Reading Mastery Tests;* American Guidance Service, Inc.

Reviewed by Barton M. Proger, Montgomery County Intermediate Unit, in *The Journal of Special Education,* 1975, Vol. 9, No. 4, 439-444.

Tests No Longer Available

College Guidance Program; Science Research Associates, Inc.

This program will no longer be available after June 30, 1976.

Notes

Addison-Wesley Publishing Company now distributes all tests formerly published by Cooperative Tests and Services, Educational Testing Service.

Three new tests are now available in the College Level Examination Program (CLEP). These are College French levels 1 and 2, College German levels 1 and 2, and College Spanish levels 1 and 2.

The *Cooper-McGuire Diagnostic Word Analysis Test* and the *McGuire-Bumpus Diagnostic Comprehension Test* are now distributed by Croft, Inc.

The Test Department of Harcourt Brace Jovanovich has been integrated into The Psychological Corporation.

The Educational Testing Service Test Collection now provides a new and expanded service to educators and psychologists. Tests in Microfiche was established to make available microfiche copies of certain unpublished tests. The tests are being distributed in sets of approximately 100 titles. However, individual titles may also be purchased. An Annotated Index accompanies each set. Set A is now available. Preparation of Set B is almost completed. For more information, contact the Test Collection.

New Publishers

Alaska Treatment Center for Crippled Children and Adults
3710 E. 20th Avenue
Anchorage, Alaska 99504

Armed Forces Vocational Testing Group
Randolph AFB, Texas 78148

Hubbard
2855 Shermer Road
Northbrook, Illinois 60062

Human Factors Research, Inc.
Santa Barbara Research Park
Goleta, California 93017

New Addresses

Croft, Inc.
283 Greenwich Avenue
Greenwich, Connecticut 06830

Nordli, Wilson Associates
311 Main Street
Worcester, Massachusetts 01608

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Paul R. Abramson
Department of Psychology
University of Connecticut
Storrs, CT 06268

Addison-Wesley Publishing Company
Reading, Massachusetts 01867

Alaska Treatment Center for Crippled Children and Adults
3710 East 20th Avenue
Anchorage, Alaska 99504

Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Armed Forces Vocational Testing Group
Randloph AFB, Texas 78148

Bilingual Leadership Through Speech and Drama
Pomona Unified School District
800 S. Garey Avenue
Pomona, California 91766

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Robert G. Bridgham
Office of Medical Education Research and Development
A-217 Fee Hall East
East Lansing, Michigan 48824

CAEL
Educational Testing Service
Princeton, New Jersey 08540

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Career Education Program
Department of Health, Education and Welfare
National Institute of Education
Washington, D. C. 20208

Center for Adult Education
Teachers College
Columbia University
New York, New York 10027

Center for the Study of Evaluation
145 Moore Hall
University of California
Los Angeles, California 90024

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Chicago Area Bilingual Centers
Board of Education/City of Chicago
2021 N. Burling
Chicago, Illinois 60614

Nancy Cochran
33 Boylston Street
Garden City, New York 11530

College Level Examination Program (CLEP)
Educational Testing Service
Princeton, New Jersey 08540

David Colwell
Department of Planning, Research and Evaluation
Seattle Public Schools
815 Fourth Avenue North
Seattle, Washington 98109

Norma H. Compton
Dean, School of Economics
Purdue University
West Lafayette, Indiana 47907

Ann P. Constantinople
Department of Psychology
Vassar College
Poughkeepsie, New York 12601

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Emory L. Cowen
Psychology Department
The University of Rochester
Rochester, New York 14627

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Division of Raytheon Education Company
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Boston, Massachusetts 02116

Louis S. Dickstein
Department of Psychology
University of Colorado
Boulder, Colorado 80302

Dissemination Center for Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

Robert J. Drummond
Professor of Education
University of Maine
Orono, Maine 04473

Editest
94, rue General Capiaumont
Bruxelles, Belgium

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Dublin 9, Ireland

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Englewood Cliffs, New Jersey 07632

Patricia B. Elmore
Student Affairs Research and Evaluation Center
Washington Square - Building C
Southern Illinois University
Carbondale, Illinois 62901

Norman S. Endler
Department of Psychology
York University
4700 Keele Street
Downsview 463, Ontario, Canada

Claire B. Ernhart
Department of Psychology
Hofstra University
Hempstead, New York 11550

David R. Evans
Department of Psychology
University of Western Ontario
London, Ontario, Canada N62 5C2

R. W. Faunce
Director of Research
Research and Evaluation Department
Educational Services Division
807 N.E. Broadway
Minneagpolis, Minnesota 55413

Spencer M. Free, Jr.
Principal Biostatistician
Research and Development
Smith Kline and French Laboratories
1500 Spring Garden Street
Philadelphia, Pennsylvania 19101

Charles J. Golden
Department of Psychology
The University of South Dakota
Vermillion, South Dakota 57069

Guidance Centre
The College of Education
University of Toronto
1000 Yonge Street
Toronto 289, Ontario, Canada

Loyde W. Hales
College of Education
Ohio University
Athens, Ohio 45701

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Alfred R. Hecht
Director, Office of Research and Evaluation
Moraine Valley Community College
Palos Hills, Illinois 60465

Hubbard
2855 Shermer Road
Northbrook, Illinois 60062

Human Factors Research, Inc.
Santa Barbara Research Park
Goleta, California 93017

Human Resources Research Orgnization
300 North Washington Street
Alexandria, Virginia 22314

Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P.O. Box 1416
Minneapolis, Minnesota 55401

John Wiley and Sons, Inc.
605 Third Avenue
New York, New York 10016

Richard D. Kahoe
Department of Psychology
Georgetown College
Georgetown, Kentucky 40224

Bruce A. Kirchhoff
Management Consultant
1414 South 117th Street
Omaha, Nebraska 68144

Rolfe LaForge
83 Homestead Boulevard
Mill Valley, California 94941

Lear Siegler Inc./
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

Henry Clay Lindgren
Department of Psychology
California State University at San Francisco
1600 Holloway
San Francisco, California 94132

Mafex Associates, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902

Thomas J. Martinek
Department of Movement, Health, and Leisure
School of Education
Boston University
Boston, Massachusetts 02215

Miccosukee Bilingual Project
P.O. Box 44021, Famiami Station
Miami, Florida 33144

Shirley G. Moore
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota 55455

Nassau County Board of Cooperative Educational Service
Jericho, New York 11753

National Auxiliary Publications Service
Microfiche Publications
Division of Microfiche Systems Corporation
440 Park Avenue South, 6th Floor
New York, New York 10016

Gwynn Nettler
Department of Sociology
University of Alberta
Edmonton 7, Alberta, Canada

Nordli, Wilson Associates
311 Main Street
Worcester, Massachusetts 01608

Ralph D. Norman
Department of Psychology
University of New Mexico
Albuquerque, New Mexico 87131

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Alvin Pam
Bronx State Hospital
1500 Waters Place
Bronx, New York 10461

Peoria Association for Retarded Citizens and United Cerebral Palsy Association of Northwestern Illinois
O-3 Project
320 E. Armstrong
Peoria, Illinois 61603

Peters and Associates
328 Huckleberry Hill Road
Avon, Connecticut 06001

Pharr-San Juan-Alamo Independent School District
Bilingual Program
301 South Dogwood
Pharr, Texas 78577

Jerome J. Platt
Department of Mental Health
Hahnemann Medical College and Hospital
314 North Broad Street
Philadelphia, Pennsylvania 19102

Blaine R. Porter
College of Family Living
1206 Smith Family Living Center
Brigham Young University
Provo, Utah 84602

Psychometric Affiliates
Box 3167
Munster, Indiana 46321

Gerald Rubenstein
Department of Psychiatry
University of Rochester, School of Medicine
300 Crittenden Boulevard
Rochester, New York 14642

Eli Z. Rubin
13340 East Warren
Detroit, Michigan 48215

St. Martin Parish Bilingual
Education Program
111 Courville Street
Breaux Bridge, Louisiana 70517

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Paul E. Spector
College of Business Administration
University of South Florida
Tampa, Florida 33620

Janet T. Spence
Department of Psychology
Mezes Hall
University of Texas
Austin, Texas 78712

George G. Stern
Psychological Research Center
Syracuse University
Syracuse, New York 13210

Fred L. Strodtbeck
Director, The Social
Psychological Laboratory
The University of Chicago
5555 Ellis Avenue
Chicago, Illinois 60637

Beverly Sutton
Austin State Hospital
4110 Guadalupe
Austin, Texas 78751

Teleometrics International
P.O. Drawer 1850
Conroe, Texas 77301

Tests in Microfiche
Test Collection
Educational Testing Service
Princeton, New Jersey 08540

Andrew Thompson
Counseling Center
University of Oregon
Eugene, Oregon 97403

University of Illinois Press
Urbana, Illinois 61801

University of Nebraska Press
Lincoln, Nebraska 68508

Joanne Rand Whitmore
Department of Psychology
Peabody College for Teachers
Nashville, Tennessee 37203

Wisconsin Research and
Development Center for
Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

John J. Woodmansee
Box 7775
Wake Forest University
Winston Salem, North Carolina
27109

E. N. Wright
Director of Research
Research Department of the
Board of Education for
the City of Toronto
155 College Street
Toronto 2B, Ontario, Canada

Harold E. Yuker
Center for the Study of Higher
Education
Hofstra University
Hempstead, New York 11550

A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 10, No. 3

July 1976

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 19-22. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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Questions about the Head Start Test Collection should be addressed to:

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The *Test Collection Bulletin* is now available on a subscription basis. The $2.00 subscription fee ($2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided inside the back cover.

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

Basic Occupational Literacy Test (BOLT); c1973; Adults; InTran Corporation.

This test is designed to measure the basic reading and arithmetic skills of educationally disadvantaged adults. There are four subtests: Reading Vocabulary, Reading Comprehension, Arithmetic Computation, and Arithmetic Reasoning. Each test is available at four difficulty levels.

Certification Examination for Dental Assistants; Not Dated; Adults; Certifying Board of the American Dental Assistants Association, Inc.

This examination is designed to assess the skills of individuals seeking certification as dental assistants. The test is in three parts: Science and Dental Materials, Procedures (Chairside, Laboratory, Office), and Expanded Duties (Intra-Oral).

Certified Dental Technician Examination; Not Dated; Adults; National Board for Certification.

This examination is used to assess the competencies of individuals seeking certification as dental technicians.

Certified Electronics Technician Examination; Not Dated; Adults; International Society of Certified Electronics Technicians.

This examination is intended to assess the skills of individuals seeking certification as electronics technicians. Part I of the exam emphasizes basic electronics. For Part II, the individual selects an exam in a special field of electronics: Radio-TV, Industrial, Communications, Audio, MATV, or Medical.

Chartered Life Underwriter Examinations; 1927-Present; Adults; American College of Life Underwriters.

These examinations are intended to assess the achievement of individuals attending the American College and seeking recognition as a Chartered Life Underwriter (CLU). Each test includes an objective section and an essay section.

Economics
The exam covers: economic principles, governmental and banking institutions that affect the national economy, national income, theory and application of price determination, business cycles, money and banking, monetary and fiscal policy, and international trade and finance.

Estate Planning and Taxation
This exam deals with estate and tax planning, emphasizing the nature, valuation, disposition administration, and taxation of property. It also covers the use of revocable and irrevocable trusts, testamentary trusts, life insurance, powers of appointment, wills, lifetime gifts, the marital deduction, and the role of life insurance in minimizing the financial problems of the estate owner.

Investments and Family Financial Management
This test covers various aspects of investment principles and their application to family finance including yields, limited income securities, investment markets, valuation of common stock, family budgeting, property and liability insurance, mutual funds, variable annuities, and aspects of other investment media.

Life Insurance and Company Operations
This test covers the legal aspects of contract formation, policy provisions, assignments, ownership rights, creditor rights, beneficiary designations, and disposition of life insurance proceeds.

Pension Planning
This exam covers the basic features of pension plans including cost factors, funding instruments, tax considerations involved in private pensions, profit-sharing plans, and tax-deferred annuities. It also deals with thrift and saving plans, plans for the self-employed, and the effect of the Employees Retirement Income Security Act of 1974 on covered areas.

Cyzyk Pre-Reading Inventory by Janet L. Cyzyk; 1974; Adults; Janet L. Cyzyk.

This collection of activities is designed to help the teacher recognize deficiencies, in discriminatory and perceptual skills in the visual, auditory, and perceptual motor areas, that must be overcome before an adult nonreader can begin to learn to read.

Engineering Technicians Certification Examination; Not Dated; Adults; Institute for the Certification of Engineering Technicians.

This certification exam is in two parts. Part A contains three sections: communication skills, mathematics, and physical science. Part B focuses on specialized fields of engineering technology. Items are available for seven fields: Architectural and Building Construction, Civil, Electrical-Electronics, Industrial, Mechanical, Metallurgical, and Fluid Power.

Graduate Studies Examinations; Annual; Adults; American College of Life Underwriters.

These examinations are intended for use with individuals who are enrolled in a program of study leading to a Master of Science degree in Financial Services.

Advanced Estate Planning
This test consists of an actual case problem that requires knowledge of various tax laws, wills and the law of intestacy, marital deductions, trusts and life insurance, estate planning for the corporate owner, and fact finding and analytical procedures involved in actual estate planning.

Advanced Pension Planning
This exam is an actual case analysis in which the respondent designs both a pension and a profit-sharing plan. The problem requires knowledge of the design, funding, taxation, installation, and administration of retirement plans.

Financial Counseling
This case problem involves comprehensive financial counseling analysis including the construction and maintenance of a "custom" financial portfolio. The test requires advanced knowledge of family financial counseling and investment planning.

• *Informal Language Assessment;* Not Dated; Preschool and Above; Marysville Reading-Learning Center.

This brief instrument provides a rapid estimate of a child's competency in English and Spanish.

• *Marysville Test of Language Dominance* by Eleanor Thonis; 1973; Preschool-Grade 5; Eleanor Thonis.

Designed to determine English language and native language proficiency, this test consists of five subtests: Listening Comprehension, Speaking, Reading, Writing, and Cultural Variables. The test is in English and Spanish.

Novel Maturity Scale by Carol Reich; 1973; Grades 7-12 and Adults; Carol Reich.

This scale indicates an individual's reading level by measuring the thematic richness of the books he enjoys. The respondent identifies a novel he has read recently. He then studies a list of themes that are common in fiction and checks each one appearing in the novel.

Optician Certification Examination; Not Dated; Adults; National Academy of Opticianry.

This examination is intended for individuals seeking credentials as an Associate Certified Optician, a Certified Optician, or a Master in Ophthalmic Optics.

• *Oral Language Assessment for Diagnosis and Planning;* 1975; Preschool and Above; Marysville Reading-Learning Center.

This form is designed to aid teachers in rating a pupil's expressive and receptive language competencies. The form is available in both English and Spanish.

• *Santillana Reading Series;* 1973; Kindergarten-Grade 2; San Bernardino City U.S.D. Bilingual Office.

These tests were developed for use with children in programs using the Santillana Language Development Materials. They are administered in both English and Spanish. Each item in the tests corresponds to a definite criterion referent of language development.

• *Santillana Mira y Lee Test 1*
This test covers: motor coordination, visual discrimination, auditive discrimination of initial sounds, observation and vocabulary comprehension, visual memory of vocabulary, visual discrimination of initial sounds, word completion, and ability to complete a phrase.

• *Santillana Lee y Trabaja Test 2*
This test covers: vocabulary comprehension, word completion, initial sounds, discrimination of articles, and verb applications.

• *Santillana Trabaja y Aprende Test 3*
This test covers: visual memory of vocabulary, discrimination of initial sounds, synonyms, antonyms, numbers, plurals, discrimination of structural differences of words, discrimination of word endings, and parts of the body.

• *Short Test of Linguistic Skills: Pilot Version, Spanish-English* by Charles K. Frederickson; c1975; Grades 3-8; Charles K. Frederickson.

This test uses a contrastive linguistic approach to determine the language dominance and proficiency of children bilingual in English and Spanish. It consists of four subtests: Listening, Reading, Writing, and Speaking.

Specialized Course Examination: Management Decision Making; 1974-Present; Adults; American College of Life Underwriters.

This essay exam is designed to assess competencies of persons enrolled in study programs at the School of Advanced Career Studies. It covers the principles and practices of problem analysis and decision making—specifically, learning to decide, setting objectives, gathering facts, identifying problems, screening optional solutions, group decision making, management of time, limits of decision making, and subjective probability.

Specialized Learning Experience Examination; Advanced Estate Planning; 1974-Present; Adults; American College of Life Underwriters.

This examination is designed to test the knowledge of persons enrolled in study programs at the School of Advanced Career Studies. It consists of an actual estate planning case requiring knowledge of the substantive law and analytical techniques of creative estate planning.

Structure Tests-English Language by Jeannette Best and Donna Ilyin; c1976; Grades 7-12 and Adults; Newbury House Publishers, Inc.

These tests assess knowledge of the structure of the English language. They can be used either to measure achievement or for purposes of placement. Two forms of the test are available at each of three levels: beginning, intermediate, and advanced.

• *Vocabulary Comprehension Scale* by Tina E. Bangs; 1975; Ages 2-6; Learning Concepts.

This instrument is designed to assess language/learning handicapped children's comprehension of pronouns and words of

position, quality, quantity, and size. Props are needed to administer the scale.

Wisconsin Test of Adult Basic Education; c1971; Adults; University Extension.

This test was developed for use in monitoring the achievement of basic educational and coping skills by persons enrolled in the Rural Family Development Program. It consists of three subtests. Subtests 1 and 2 focus on basic reading and computational skills. Subtest 3 deals with the coping skills an adult normally needs in his daily life. It includes such tasks as using a road map, ordering by mail, filling out a tax return, using a phone book, and writing a letter of application.

APTITUDE

Allied Health Entrance Examination; Adults; The Psychological Corporation.

This examination is designed for use with applicants to technician- and assistant-level programs, such as those for dental assistants, surgical technicians, nurses aides, and medical record technicians, leading to certification but requiring somewhat less training. It yields subscores for: Verbal Ability, Arithmetic Fundamentals, Numerical Ability, Science, Reading Skill, and Academic Ability.

Aptitude Test for Allied Health Programs; Adults; The Psychological Corporation.

This testing program is designed for use with applicants to programs such as inhalation therapy, medical record administration, laboratory assistance, surgical nursing technology, and so on, which are typically either two-year or four-year degree programs. The subscores cover: Verbal Ability, Arithmetic Fundamentals, Numerical Ability, Science, Reading Skill, Academic Ability, and General Information.

Comprehensive Ability Battery by A. Ralph Hakstian and Raymond B. Cattell; c1975; Grades 9-12; Institute for Personality and Ability Testing.

This integrated collection of tests measures basic potential in each of 20 abilities: verbal, numerical, spatial, speed of closure, perceptual speed and accuracy, inductive reasoning, flexibility of closure, associative memory, mechanical ability, memory span, meaningful memory, spelling, auditory ability, esthetic judgment, spontaneous flexibility, ideational fluency, word fluency, originality, aiming, and representational drawing.

Predictive Ability Test by Myles I. Friedman; c1974; Ages 17 Years and Older; Myles I. Friedman.

This instrument is designed to assess intelligence, which the author defines as the ability to predict. The test purports to be culture-fair. It is nonverbal, using picture items that require the respondent to make predictions about events that are common to one's everyday experiences. Additionally, instructions are provided so that the test may be administered to nonreaders.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

Achievement Motivation Scales by Charles G. Costello; 1967; Adults; Charles G. Costello.

These scales provide a measure of two types of achievement motivation: the need to do a job well through one's own efforts, and the need to emulate successful people.

Chabassol Adolescent Structure Inventory by David J. Chabassol; 1970; Adolescents; David J. Chabassol.

Designed to measure structure needs and perceptions in adolescence, this inventory yields two scores: Wants Structure and Has Structure.

Checklist for Anxiety-Behavior Observation by Ray M. Zeisset; 1966; Adults; Ray M. Zeisset.

This instrument is designed to measure the anxiety of subjects during an interview. The checklist consists of 13 observable indicators of anxiety. The presence or absence of each indicator is recorded by two observers at 10 different time periods during the interview.

• *Childhood Personality Questionnaire* by Donald Cohen and Eleanor Dibble; 1975; Ages 1-3; Donald Cohen.

This 48-item scale is designed to enable parents and professionals to rate a child's general personality and competence in five areas: attention, behavior modulation, sociability, zestfulness, and verbal expressiveness and mood.

Costello-Comrey Anxiety Scale by Charles G. Costello and Andrew L. Comrey; 1967; Adults; Charles G. Costello.

This scale is designed to measure a predisposition to develop anxious-affective states.

Costello-Comrey Depression Scale by Charles G. Costello and Andrew L. Comrey; 1967; Adults; Charles G. Costello.

This self-report questionnaire was designed to measure intensity of depression within clinical and normal populations. It may also be used to obtain a measure of depression independent of anxiety within the same populations.

Eight State Questionnaire: Experimental Form by James P. Curran and Raymond B. Cattell; c1975; Ages 16 Years and Over; Institute for Personality and Ability Testing.

This multi-state battery is designed to measure eight emotional states or moods: Anxiety, Stress, Depression, Regression, Fatigue, Guilt, Extraversion, and Arousal. It can be used to assess emotional reactions to different environmental conditions or to changes in environmental conditions.

I-Am Sentence Completion Test by Gerald Albert; c1971; Adults; Personal Growth Press, Inc.

This 70-item projective device is designed for use in the diagnosis and treatment of married couples. The test covers seven major factors related to marriage adjustment: childhood family relationships, early sex information, sexual attitudes, values and beliefs, conventionality and sociability, personality factors, and in-law relationships.

Inventory of Habits and Attitudes by Jack J. Monroe and Harris E. Hill; 1970; Adults; Charles A. Haertzen.

This inventory was developed for the evaluation and description of presumably stable characteristics of alcoholics. The 200 items cover experiences, sentiments, and attitudes concerning alcohol and alcoholics as well as a variety of demographic variables, personality, adjustment, familial relationships, and attitudes about treatment.

Motivation Analysis Test: 1975 Edition by Raymond B. Cattell and John L. Horn; c1961-75; Ages 17 and Over; Institute for Personality and Ability Testing.

This test is designed to measure ten dynamic traits important to human motivation: Drives (mating, assertiveness, fear, narcism-comfort, pugnacity-sadism), Sentiments (self concept, superego, career, sweetheart-spouse, home-parental). The instrument employs four subtests: Ends-for-Means (Projection), Autism, Ready Association, and Means-End Knowledge. It yields separate scores for the integrated (conscious) component and for the unintegrated component.

• *Parent Questionnaire* by John E. Bailey III and David B. Ellis; 1974; Adults; John E. Bailey III•.

The primary purpose of this questionnaire is to survey the educational attitudes of the parents of preschool children. The questionnaire consists of two sections. The first section is intended to help define the situational variables affecting the parents' ability to educate their children. The second section deals with the skills and competencies the parents expect their children to acquire by the age of six years. •Included in: Bailey, J. E. and Ellis, D. B. *Development of an Instrument to Measure Educational Situational Variables and Pre-school Competencies Desired by Parents.* (ED 109 219).

Personal Inventory by Harris E. Hill and Jack J. Monroe; 1964; Adults; Charles A. Haertzen.

This 220-item instrument is designed to measure personality and drug-related experiences of opiate addicts, with the intent of predicting their suitability for psychotherapy. The items cover personality characteristics, drug preference, effect of drugs on personal experiences, and history of use.

Racial Attitudes and Cultural Expressions Test (RACE) by Thomas Samph and Felton Sayles; c1972; Grade 4; Thomas Samph•.

This test is designed to measure children's racial attitudes. Reading skills are not required to complete the test. The items consist of pictures of black and white males and females that the respondent arranges in relation to himself. The variables assessed include: Integration, Linear Distance, Power, Cross-Racial Reference, Identification, and Student Inclusion. •Included in: Samph, T. and Sayles, F. *A Validation Study of RACE.* (ED 101 013).

Scales to Measure Attitudes Toward Marijuana and Marijuana Users by Victoria Colaiuta and George Breed; 1974; College Students; Victoria Colaiuta.

This attitude measure consists of three subscales: the psychological, physiological, and sociological effects of marijuana on users; marijuana as a psychosocial panacea; and liberal-conservative ambivalence toward the use of marijuana.

School Motivation Analysis Test: Revised Edition by Arthur B. Sweney, Raymond B. Cattell, and Samuel E. Krug; c1961-76; Ages 12-18; Institute for Personality and Ability Testing.

This test provides measures of ten dynamic structures significant to human motivation: Drives (assertiveness, mating, fear, narcism, pugnacity-sadism, protectiveness), and Sentiments (self-sentiment, superego, school, home). Four measurement devices are used to assess the motivation factors: Autism, Utilities, Information, and Word Association.

Self-Activity Inventory by Philip Worchel; 1957; Adults; Shirin Schludermann.

This self concept measure is designed to describe ways of coping with hostility, achievement, sex, and dependency needs, and their frustration. The respondent is asked to indicate the degree to which each of a variety of characteristics is first, descriptive of him and, second, descriptive of the person he would like to be. Discrepancies between real-self and ideal-self ratings provide an indication of maladjustment.

Student Self-Rating Scale of Excellence by Bernadette M. Gadzella and Glenn P. Fournet; Not Dated; Grades 13-16 and Above; Bernadette M. Gadzella.

This scale is designed to assess differences and changes during a semester in students' perceptions of themselves as quality students. The instrument consists of 37 student characteristics grouped into two categories: In Class, covering factors such as attendance, understanding of course objectives, note-taking, and preparedness, and Out of Class, including factors such as study habits and attitudes, student-student relationships, student-instructor relationships, and physical and emotional needs. The student rates himself on the characteristics several times during the semester.

A Study of Generations: Phase A-Family Relations by Vern L. Bengston, *et al.;* 1974; Adolescents and Adults; Vern L. Bengston.

This collection of instruments was developed to elicit the attitudes and feelings of parents, grandparents, and young adults concerning similarities and differences that exist between age groups in contemporary American society. The instruments

include: Your Opinions, Family Relations in Three Generations, Activities, Relations, You and Your Parents, You and Your Grandparents, Other Aspects of Family Life, Relations With In-Laws, More Opinions, Values, Behaviors, Feelings, Opinions About Families, Goals, Religion, Your Parents' Opinions, Your Own Views, and Background Information.

Tel Aviv Locus of Control Scale by Norman A. Milgram and Roberta M. Milgram; Not Dated; Grades 4-8; Norman A. Milgram, Israel.

This multidemensional measure of locus of control includes the three dimensions of content, time, and orientation toward success-failure outcomes. Content is measured in three important settings in the child's life: school, home, and neighborhood. The time dimension refers to the difference between assuming responsibility for events of the present and past and the expression of competence to affect future outcomes.

Texas Social Behavior Inventory by Robert Helmrich, Joy Stapp, and Charles Ervin; 1974; Adults; Robert Helmrich*.

This 32-item scale is designed to assess individual perceptions of social competence and self-esteem. *Available in: JSAS *Catalog of Selected Documents in Psychology*. (MS. No. 681).

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

ACT Career Planning Program: Revised Edition, Form H; c1976; 16 Years and Over; American College Testing Program.

This guidance-oriented system is designed to help students identify and explore personally relevant occupations and educational programs. The instrument is in four parts: Vocational Interest Profile (Business Contact, Business Detail, Trades, Technology, Science, Health, Creative Arts, Social Service); Experience Scales (same subscales as the VIP with the exception of Health); Ability Measures (Mechanical Reasoning, Numerical Skills, Space Relations, Reading Skills, Language Usage, Clerical Skills); Student Information Section (Educational and Vocational Plans, Biographical Information, Educational Needs, Local Items).

Administrative Staff Interview Guide by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

This interview was designed to obtain from adult basic education program administrators information on how they think the program should function. It covers: Recruitment, Staffing, In-Service Education, Instruction, Collaboration, and Goal-Setting.

Albert Mate Selection Checklist by Gerald Albert; c1971; Adults; Personal Growth Press, Inc.

This 73-item checklist is designed to help persons make objective comparisons about themselves and their prospective mates in areas that are important for marital harmony.

Classroom Interaction Rating Form by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

This form was designed for use in evaluating adult basic education programs. An evaluator rates specific aspects of classroom interaction after observing the ABE class in progress.

• *Comprehensive Identification Process (CIP)* by R. Reid Zehrbach; c1975; Ages 2.5-5.5; Scholastic Testing Service, Inc.

This kit provides an integrated screening program for identifying children who may need special medical, psychological, or educational assistance before they enter school. The child is screened for developmental deficiencies in seven areas: cognitive-verbal, fine motor, gross motor, speech and expressive language, hearing, vision, and socio-affective behavior. Medical history data are also collected. Minimal acceptable behaviors have been established within each of the seven developmental areas at six different age intervals.

Director Questionnaire by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

Developed for use in the evaluation of adult basic education programs, this questionnaire elicits from the program director information on Recruitment, Staffing, In-Service Education, Instruction, Collaboration, and Goal-Setting.

• *Doman-Delacato Developmental Mobility Scale* by Glenn J. Doman, Carl H. Delacato, and Robert J. Doman; c1960; Preschool; The Rehabilitation Center of Philadelphia.

This device is designed to provide a comparative mobility measure for brain-injured children. It is a reproduction of the stages and levels of development through which normal children progress from birth to achievement of perfect walking. The scale consists of 13 levels within four stages: movement without mobility, crawling, creeping, and walking.

• *Doman-Delacato Developmental Profile* by Glenn J. Doman, Carl H. Delacato, and Robert J. Doman; c1962; Birth-6 Years; The Institutes for the Achievement of Human Potential.

This device is designed to determine a child's neurological age. In chart form, the profile associates the seven stages of a child's neurological organization with concomitant develop-

ment in six areas: Visual Competence, Auditory Competence, Tactile Competence, Mobility, Language, and Manual Competence.

• *Down's Syndrome Performance Inventory* by Alice H. Hayden and Valentine Dmitriev; Not Dated; Birth-6 Years; Alice H. Hayden.

This checklist of sequentially arranged developmental milestones in motor, social, and cognitive growth is appropriate for use with all handicapped children. It is based on normal sequential patterns of development and can be used to assess a child's present level of functioning in any of the skill areas included.

Drug Association Test by Charles A. Haertzen; 1973; Adults; Charles A. Haertzen.

This procedure makes use of drug association as a measure of habit strength for specific drugs. The respondent is given a list of words and is asked to indicate which of five drugs he associates with each word.

Goal Priority Instrument by Ernest R. House; 1973; Adults; Ernest R. House*.

This four-part questionnaire was designed for use in the evaluation of the Illinois Office of the Superintendent of Public Instruction (OSPI). Part I determines priorities of nine major specific goals. Part II concerns the allocation of OSPI effort across ten current programs. In Part III respondents are asked to rate the degree to which OSPI evidences certain characteristics. Finally, Part IV asks the respondent to choose from among three major purposes of education: human development, knowledge, and career. *Included in: House, E. R. *Validating a Goal-Priority Instrument.* (ED 043 347).

The Height Test by Juliet Popper Shaffer; 1962; Grades 5-8; Juliet Popper Shaffer.

This three-part test is designed to measure children's perceptions of height. The children estimate their own height and that of familiar adults. Distortions in the height estimates are related to such variables as feelings of adequacy, intelligence, and perceived importance of the judged figures.

Lab Supervisor Interview Guide by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

Designed for use in the evaluation of adult basic education programs, this interview elicits information about the learning laboratory from the lab supervisor.

Marriage Skill Analysis by Robert W. Henderson and Jack G. Wiggins; c1970; Adults; Personal Growth Press, Inc.

This device is designed to enable a person to express his interest and activities in many aspects of married life. It consists of 15 subscales: Physical, Sex, Loving, Togetherness, Talking, Listening, Adapting and Conforming, Money Management, Learning, Family Goal Setting, Reconciliation, Creating, Helping, Sense of Humor, and Aggression. Each subscale is divided into four areas (Feeling, Thinking, Acting, Relationships with People), yielding a total of 60 scores.

• *Motor Fitness Test for the Moderately Mentally Retarded* by Leon Johnson and Ben Londeree; c1976; Ages 6-21; American Alliance for Health, Physical Education and Recreation.

This series of tests is intended to assess the physical fitness levels and diagnose the strengths and weaknesses of moderately retarded children. The tests include: Flexed Arm Hang, Sit-ups in 30 Seconds, Standing Long Jump, Softball Throw for Distance, 50-Yard Dash, 300-Yard Run-Walk, Height, Weight, Sitting Bob and Reach, Hopping, Skipping, Tumbling Progression, and Target Throw.

Open School Evaluation System by Joe D. Cornett and Billy E. Askins; c1975; Adults; Learning Concepts.

This system is designed to assist school personnel who are considering implementing or are currently using open education. It serves as a guide for curriculum development, a basis for continual program monitoring, and a means of evaluation. It consists of three instruments.

Inventory of School Openness
Designed to assess the degree of openness existing in a given school environment, the instrument provides for systematic observations of behaviors in six categories: student behaviors, teacher behaviors, organization and administration, curriculum and materials, evaluation, and physical environment.

Open School Parental Attitude Scale
This scale is designed to elicit parents' attitudes toward the basic assumptions of open education.

Open School Teacher Attitude Scale
This instrument is designed to elicit the attitudes of teachers, administrators, and other school personnel toward the basic assumptions of open education.

• *Ordinal Scales of Psychological Development* by Ina C. Uzgiris and J. McV. Hunt; c1975; Birth-2 Years; University of Illinois Press*.

These ordinal scales employ situations designed to elicit behavior indicating an infant's level of cognitive organization. The scales include: the development of visual pursuit and the permanence of objects, the development of vocal imitation, the development of gestural imitation, the development of operational causality, the construction of object relations in space, and the development of schemes for relating to objects. Some props are employed in the administration of the instrument. *Included in: Uzgiris, I. C. and Hunt, J. McV. *Assessment in Infancy: Ordinal Scales of Psychological Development.* Urbana, Illinois, University of Illinois Press, 1975.

• *Parent's Report* by Donald Cohen and Eleanor Dibble; 1975; Ages 2-13; Donald Cohen.

This 48-item instrument is designed to assess a parent's perception of his parental style. The parent rates his interaction with his child in five areas: respect for autonomy, control through guilt and anxiety, consistency, child-centeredness, and parental temper and detachment. He completes each item twice, first indicating how he actually behaves, and then indicating how he feels an ideal parent would behave in the same situation.

Postdrinking Interview by Ernest W. Ferneau, Jr.; 1966; Adults; Ernest W. Ferneau, Jr.

This questionnaire was designed for use in an alcoholism treatment unit. Its primary purpose is to identify the reason for drinking in order to facilitate a patient's treatment.

Preliminary Survey Guide by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

Designed for use in the evaluation of adult basic education programs, this interview is administered to a few key staff members. It covers intended practice and current practice in the following areas: Recruitment, Staffing, In-Service Education, Instruction, Collaboration, Goal-Setting, and Other Components.

• *Preschool Profile* by Linda L. Lynch and Mary Ruth O'Conor; 1975; Birth-6 Years; Alice H. Hayden.

This profile was designed to indicate a child's level of functioning in the following skills: Gross Motor; Fine Motor; Preacademic; Self-Help; Music, Art and Story; Social and Play; Receptive Language; and Expressive Language. It is intended for use with children who are developmentally delayed or who have specific developmental disabilities.

• *Preschool Rating Scale* by William F. Barker, Louise Sandler, Agnes Bornemann, and Gail Knight; 1973; Preschool; William F. Barker*.

This 20-item descriptive rating scale is designed to assess a child's personal-social development in a classroom setting. It consists of five subtests: Coordination, Verbal Expression, Auditory Understanding, Orientation, and Social Relations. *Included in: Barker, William F., *et al. The Preschool Rating Scale.* (ED 109 224)

Scale for Rating Behavioral Characteristics of Superior Students by Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, Robert K. Hartman; Not Dated; Grades 4-6; Joseph S. Renzulli.

This device is designed to aid in the identification of gifted, talented, and creative students. Teachers observe and rate the frequency of behaviors characteristic of different kinds of talent. The subtests cover the following characteristics: Learning, Motivational, Creativity, Leadership, Artistic, Musical, Dramatic, Communication-Precision, Communication-Expressiveness, Planning.

• *Social Learning Environment Rating Scale* by Joyce P. Warshow and Raymond A. Bepko; 1974; Ages 9-14; Joyce P. Warshow.

This classroom observation instrument is designed to examine teacher-student behavior within the framework of the Social Learning Curriculum, a large-scale curriculum for educable mentally handicapped children. Scale items are organized around the major objectives of the SLC: critical thinking, independent action, and teacher use of curriculum. The scale comprises five factors; Problem Emergence, Problem Clarification, Problem Resolution, Application of Learning, and the Social Learning Environment.

Student Questionnaire by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

Designed for use in evaluating adult basic education programs, this questionnaire elicits information about the classes from the students.

Survey of Professional Reading Practices Among English Teachers by Theodore W. Hipple and Thomas R. Giblin; 1970; Adults; Theodore W. Hipple.

This questionnaire is designed to determine the professional reading backgrounds and interests of English teachers in secondary schools. It consists of three parts: personal inventory, practices in the reading of professional journals, and practices in the reading of professional books.

Teacher Questionnaire by Alan B. Knox, Jack Mezirow, Gordon G. Darkenwald, and Harold Beder; Not Dated; Adults; Center for Adult Education, Teachers College.

This questionnaire was developed for use in the evaluation of adult basic education programs. Teachers respond to items concerning both intended and actual practices in the areas of staffing, instruction, and in-service education.

Trouble-Shooting Checklist-A by Brad A. Manning; c1973; Adults; Brad A. Manning*.

This instrument was developed to assist educational change agents and administrators in their assessment of organizational variables predictive of an institution's potential for successfully adopting innovations. Designed for use with module-adopting institutions, this form consists of the following subscales: Organizational Structures (organization structure, social-professional climate, characteristics of the faculty, characteristics of the administration); Personality, Leadership Styles, and Concerns (faculty, department chairman, dean); Nature of Communications (general nature of all communications, frequency and nature of letters and phone calls, frequency and nature of personal visits); Level of Usage (first stages of adoption, predictions of later stages of adoption, organization members' attitudes toward the innovation); Prospective Teachers (personality and social characteristics,

academic style, characteristics of faculty that affect prospective teachers). *Included in: Manning, B. A. *The Trouble-Shooting Checklist: A Manual to Aid Educational Change Agents in the Prediction of Organizational Change Potential.* (ED 103 431)

Trouble-Shooting Checklist-B by Brad A. Manning; c1973; Adults; Brad A. Manning*.

Developed to assist educational change agents in the prediction of organizational change potential, this instrument is intended for use with institutions which have adopted a psychological assessment battery with a counseling orientation. This form consists of the following subscales: Organizational Structure (organization structure, social-professional climate of the organization, characteristics of the counselors, characteristics of the faculty, characteristics of the administration); Personality, Leadership Style, and Concerns (faculty, counselors, department chairman, dean); Nature of Communications (general nature, frequency and nature of letters and phone calls, frequency and nature of personal visits); Level of Usage of a Psychological Assessment Battery (first stages of adoption, predictions of later stages of adoption, organization members' attitudes toward the innovation); Prospective Teachers (personality and social characteristics, academic style, characteristics of the faculty that affect prospective teachers). *Included in: Manning, B. A. *The Trouble-Shooting Checklist: A Manual to Aid Educational Change Agents in the Prediction of Organizational Change Potential.* (ED 103 431)

Vocational Adjustment Rating Scale by Lloyd K. Daniels and James A. Stewart; 1971; Adults; Lloyd K. Daniels.

This rating scale is designed to assess the vocational adjustment of mentally retarded persons engaged in vocational training. The scale includes items descriptive of behavior that is either directly or indirectly related to work success.

Workshop Evaluation System by Earl McCallon; c1974; Adults; Learning Concepts.

The system employs participant feedback to evaluate workshops, conferences, conventions, and in-service training programs. The Workshop Evaluation Scale assesses the effectiveness of the workshop on seven dimensions: organization, objectives, presenter (consultant), ideas and activities, scope (coverage), beneficiality, and overall effectiveness. The Analysis Report Form provides a method for recording and comparing workshop evaluation results.

• *Zygosity Scale* by Donald Cohen and Eleanor Dibble; 1972; Ages 1-18; Donald Cohen.

This 10-item questionnaire provides a method for discriminating identical from fraternal twins on the basis of physical differences. The form is completed by parents.

Announcements Received

Adult Performance Level Examination Program; Grades 9-12 and Adults; American College Testing Programs.

This program provides a general overall assessment of an individual's ability to perform important basic adult functions. It emphasizes those skills critical for adult functioning in society in the areas of consumer economics, occupational knowledge, community resources, health, and government and law. An Adult and a High School edition are available.

• *American School Achievement Tests-Revised Edition* by Willis E. Pratt, George A. W. Stouffer, Jr., and Joan R. Yanuzzi; c1975; Grades 1-9; The Bobbs-Merrill Company, Inc.

This revised achievement battery is designed to appraise achievement in reading, mathematics, language, science, and social studies. Tests are available at four levels, Primary I, Primary II, Intermediate, and Advanced.

• *Arithmetic Achievement Tests* by William E. Kline and Harry J. Baker; Grades 1-9; The Bobbs-Merrill Company, Inc.

This series of tests is designed to measure mathematical achievement in computational skills and problems. Tests are available at eight levels, each of which contains two parts. Part I includes items relating to mathematics concepts that emphasize problem solving. Part II emphasizes computation.

• *Bender-Purdue Reflex Test* by Miriam L. Bender; c1976; Preschool-Grade 6; Academic Therapy Publications.

This test is designed to identify and remediate children with specific learning disabilities through the assessment of the labyrinthine, asymmetric, and symmetric tonic reflexes.

• *Diagnostic Mathematics Inventory* by John K. Gessel; c1975; Grades 1.5-7.5 and Above; CTB/McGraw-Hill.

A revision of the Prescriptive Mathematics Inventory, this series of criterion-referenced tests assesses student mastery of mathematics objectives. Based on explicit, behaviorally stated objectives, it covers 325 revised objectives in traditional and contemporary mathematics. The inventory is divided into seven levels. Prescriptions are available for use with those texts most widely used in mathematics programs.

Everyday Skills Tests; c1975; Grades 5-12; CTB/McGraw-Hill.

These tests are designed to measure the basic skills of reading and mathematics that are required in everyday life.

Reading
Test A is a criterion-referenced test with 15 behavioral objectives, each measured by three items that assess students' ability to read and comprehend written material encountered in daily life. Test B is a norm-referenced test of study skills. It covers Using Reference Skills and Using Graphic Materials.

Mathematics
Criterion-referenced Test A measures behavioral objectives pertaining to the students' ability to solve mathematical problems encountered in daily life, and to function as a consumer. Test B, Mathematics Computation, consists of items in addition, subtraction, multiplication, and division.

• *Eysenck Personality Questionnaire* by H. J. Eysenck and S. B. G. Eysenck; Ages 7 and Above; Educational and Industrial Testing Service.

This questionnaire yields measures of three dimensions of personality: Psychoticism, Extraversion, and Neuroticism.

IPAT Anxiety Scale: 1976 Revision; c1976; Adults; Institute for Personality and Ability Testing.

This revised measure of anxiety consists of items pertaining to five factors of that dimension: emotional instability, suspiciousness, guilt-proneness, low integration, and tension.

IPAT Depression Scale; c1976; Grades 12-16 and Adults; Institute for Personality and Ability Testing.

This questionnaire assesses the relative levels of significant components of depression.

• *Nelson Reading Test: Forms 3 and 4* by Gerald S. Hanna, Leo M. Schell, and Robert L. Schreiner; Grades 3-9; Houghton Mifflin Company.

This revision will assess vocabulary and reading comprehension at three overlapping levels intended for grades 3-5, 5-7, and 7-9. An optional word-parts test for grades 3-5 will contain subtests in sound-symbol correspondence, root words, and syllabication. An optional reading-rate test will be available for grades 5-7 and 7-9.

Social and Prevocational Information Battery by Andrew Halpern, Paul Raffeld, Larry K. Irvin, and Robert Link; c1975; Grades 7-12; CTB/McGraw-Hill.

This series of nine tests is designed to assess knowledge of skills and competencies important to the community adjustment of educable mentally retarded students. The tests include: Job Search Skills, Job Related Behavior, Banking, Budgeting, Purchasing, Home Management, Physical Health Care, Hygiene and Grooming, and Functional Signs.

• *Stanford Diagnostic Mathematics Test: 1976 Edition* by Leslie S. Beatty, Richard Madden, Eric F. Gardner, and Bjorn Karlsen; c1976; Grades 1.5-13; The Psychological Corporation.

This test is designed to diagnose pupils' specific strengths and weaknesses in working with numbers. It is available at four levels. The tests assess understanding of the number system and its properties, facility in computation, and ability to work with numbers in problem solving and measurement situations.

• *Stanford Diagnostic Reading Test: 1976 Edition* by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1976; Grades 1.5-9.5; The Psychological Corporation.

This test is designed to measure the major components of the reading process and to diagnose pupils' specific needs. It is available at three levels. The primary and elementary levels assess three major subskills: decoding, vocabulary, and comprehension. The upper level also includes reading rate.

• *System for Teacher Evaluation of Pre-reading Skills* (STEPS) by Brandon B. Sparkman and Jane D. Saul; c1975; Kindergarten-Grade 1; CTB/McGraw-Hill.

STEPS is an integrated program of individualized assessment and instruction of prereading and initial reading skills. It comprises four categories: visual perception, auditory perception, spatial relationships, and cognitive skills. Each of the four categories consists of a sequenced set of objectives, assessing skills ranging from basic prereading to initial reading skills required for successful entry into a formal reading program. Specific instructional activities matched to each objective are provided for use when instruction related to an objective is needed.

Tests of Adult Basic Education: Revised Edition; c1976; Adults; CTB/McGraw-Hill.

This revision is designed to analyze and evaluate the needs of adults who intend to undertake vocational-technical training or general literacy and self-improvement study. The tests help to establish the level at which instruction should begin and to identify the individual's specific instructional needs in basic reading, arithmetic, and language skills. The tests are available at three levels. Practice Exercises and a Locator Test are also provided.

Testing Programs, 1976-1977

Testing Program	*Administration Dates*	*For Further Information Write to:*
ACT Assessment Program	Oct. 9, Nov. 20, Feb. 5, Apr. 2, June 18	ACT Assessment Program P.O. Box 168 Iowa City, Iowa 52240
Academy of Certified Social Workers Program	Nov. 8, May 23	Academy of Certified Social Workers National Association of Social Workers, Inc. 1425 H Street, N.W. Washington, DC 20005
Accreditation Examination for Medical Record Technicians	Schedule must be obtained from the publisher	The Psychological Corporation 757 Third Avenue New York, New York 10017
Allied Health Professions Admission Test	Nov. 20, Jan. 22, Mar. 12, May 21	The Psychological Corporation 757 Third Avenue New York, New York 10017
American Board of Obstetrics and Gynecology	June 27, 1977	American Board of Obstetrics and Gynecology 200 West Cold Spring Lane Baltimore, Maryland 21210
American Board of Ophthalmology Examination	Not available at this time	American Board of Ophthalmology 8870 Towanda Street Philadelphia, Pennsylvania 19118
American College of Life Underwriters Examinations	Jan. 27, 28, 1977 June 6, 7, 8, 9, 10, 1977	American College of Life Underwriters 266 Bryn Mawr Avenue Bryn Mawr, Pennsylvania 19010
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York, 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Jan. 29, June 25, 1977	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852

Annual High School Mathematics Examination	March 8, 1977	Dr. Henry M. Cox Executive Director, Annual High School Mathematics Examination University of Nebraska 1026 Oldfather Hall Lincoln, Nebraska 68508
Automotive Mechanic Certification Tests	Nov. 13, 20, 1976	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 7, 1976	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Certificate in Data Processing Examination	Feb. 19, 1977	CDP Section, Education Department Data Processing Management Association International Headquarters 505 Busse Highway Park Ridge, Illinois 60668
Certification Examination for Operating Room Technicians	Dec. 11, 1976	Association for Operating Room Technicians, Inc. 1100 W. Littleton Boulevard Littleton, Colorado 80120
Certification Examination for Respiratory Therapy Technicians	Dec. 4, 1976	The Psychological Corporation 757 Third Avenue New York, New York 10017
Certification Examinations in Radiologic Technology	Nov. 11, May 19	American Registry of Radiologic Technologists 2600 Wayzata Boulevard Minneapolis, Minnesota 55405
College Entrance Examination Board Achievement Tests	Nov. 6, Dec. 4, Jan. 22 Mar. 26, May 7, June 4	Educational Testing Service box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 16-20, 1977	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 16 (SAT) only Nov. 6, Dec. 4, Jan. 22. Mar. 26, May 7, June 4	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Level Examination Program	Third week of each month. Schedule is available from publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08540
Colleges of Podiatry Admission Test	Sept. 25, Dec. 4, Feb. 12, June 18	Educational Testing Service 960 Grove Street Evanston, Illinois 60201

Contact Lens Examination	Dec. 5, 1976	National Committee of Contact Lens Examiners P.O. Box 32206 Washington, D.C. 20007
Dental Admissions Testing Program	Oct. 9, Jan. 8, Apr. 30, Oct. 8, 1977	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 12, 13, 1976 Jan. 14, 15, 1977 April 15, 16, 1977	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 757 Third Avenue New York, New York 10017
Entrance Examination for Schools of Radiologic Technology	December, February, April, and August of each year.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Examination for the Certificate in Management Accounting Program	June 15, 16, 17, 1977	Institute of Management Accounting City Center Building Ann Arbor, Michigan 48108
Foreign Service Examination	Dec. 4, 1976	Board of Examiners for the Foreign Service U.S. Department of State Washington, D.C. 20520
Graduate Management Admission Test	Oct. 30, Jan. 29, Mar. 26, July 9	Educational Testing Service Box 966 Princeton, New Jersey 08540
Graduate Record Examinations	Oct. 16, Dec. 11, Jan. 8, Feb. 26, Apr. 23, June 11	Educational Testing Service P.O. Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 9, Feb. 5, Apr. 9, June 25	Educational Testing Service Princeton, New Jersey 08540
Heavy Duty Truck Mechanic Certification Tests	See Automotive Mechanic Certification Tests	
Law School Admission Test	Oct. 9, Dec. 4, Feb. 5, Apr. 16, July 23	Educational Testing Service Box 944 Princeton, New Jersey 08540

Medical College Admission Test	Oct. 2, 1976	Medical College Admission Test The American College Testing Program P.O. Box 414 Iowa City, Iowa 52240
Multistate Bar Examination Program	Feb. 23, July 27, 1977	National Conference of Bar Examiners Tate Hall University of Missouri Columbia, Missouri 65201
National Board of Podiatry Examinations	Sept. 2-3, Mar. 31, Apr. 1	National Board of Podiatry Examiners Race at 8th Street Philadelphia, Pennsylvania 19107
National Council of Architectural Registration Boards Examination	Dec. 6, 7, 1976	National Council of Architectural Registration Boards 1735 New York Avenue, N.W. Washington, D.C. 20006
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 4-7, 1976, Apr. 14-17, Nov. 3-6, 1977	National Council of Engineering Examiners Box 5000 Seneca, South Carolina 29678
National Educational Development Tests	Oct. 12-23, 1976 Feb. 5-19, 1977	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
National Occupational Competency Testing Program	Spring and Fall	National Occupational Competency Testing Program 45 Colvin Avenue Albany, New York 12206
National Teacher Examinations	Nov. 13, Feb. 19, July 16, 1977	Educational Testing Service Box 911 Princeton, New Jersey 08540
Optician Association of America Examination	Dec. 5, 1976	Optician Association of America 1250 Connecticut Avenue, N.W. Washington, D.C. 20006
Optometry College Admissions Test	Nov. 6, Jan. 15, Mar. 19	The Psychological Corporation 757 Third Avenue New York, New York 10017
Pharmacy College Admission Test	Nov. 13, Feb. 12, May 14	The Psychological Corporation 757 Third Avenue New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 19, 23, 1976	Educational Testing Service Box 589 Princeton, New Jersey 08540

Registration Examination for American Dietetic Association	Oct. 9, 1976, Apr. 16, 1977	American Dietetic Association 430 N. Michigan Avenue Chicago, Illinois 60611
Registration Examination for Medical Record Administrators	Oct. 2, 1976 May 7, 1977	American Medical Records Association 875 North Michigan Avenue Suite 1850 Chicago, Illinois 60611
Scholastic Aptitude Test	See College Entrance Examination Board Scholastic Aptitude Test	
Secondary School Admission Test	Dec. 11, Jan. 15, Mar. 5, Apr. 16, May 21	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Sept. 18, Nov. 20, Feb. 26, May 21	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Given throughout the year. A complete schedule can be obtained upon request.	The Psychological Corporation 757 Third Avenue New York, New York 10017
Written Examination for Respiratory Therapists	Oct. 9, 1976 March 5, 1977	National Board for Respiratory Therapy, Inc. 1900 West 47th Place Shawnee Mission, Kansas 66205

New References

Ahmann, J. Stanley and Glock, Marvin D. *Evaluating Pupil Growth: Principles of Tests and Measurements, Fifth Edition.* Boston: Allyn and Bacon, Inc., 1975. Pp. xi + 452, $11.95.

This text consists of five parts: Evaluation in Education; Measuring Achievement in the Classroom; Characteristics of a Good Measuring Instrument; Standardized Tests, Scales, and Inventories; and Using Evaluation to Improve Learning.

Barnette, W. Leslie, Jr. *Readings in Psychological Tests and Measurements, Third Edition.* Baltimore, Maryland: The Williams and Wilkins Company, 1976, Pp. xiv + 415, $7.95.

This volume consists of a variety of readings in the field of tests and measurements. Papers are presented in twelve subject areas: General Measurement Problems; Test Administration Problems; Norms; Validity; Ability Testing; Personality; Situational Testing; Interests; Achievement or Proficiency Testing; Automation, Computers, and Multivariate Techniques; Testing of the Disadvantaged; and Measurement and Policy Issues.

Brown, Bob Burton and Webb, Jeaninne N. *The Use of Classroom Observation Techniques in the Evaluation of Educational Programs.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1975. TM Report #49.

Systematic observations of classroom behavior of both teachers and pupils are effective measures of process in education. This article presents examples of observational systems and provides suggestions for tailoring observation items for the evaluation of unique programs.

Coley, Richard J. *Student Evaluation of Teacher Effectiveness.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, September 1975. TM Report #52.

This 163-item annotated bibliography was compiled to provide access to research and discussions of student evaluation of teacher effectiveness. The search for information in this area was not limited to any educational level or specific curriculum area. A subject index is provided.

Eash, Maurice J. and Talmage, Harriet. *Evaluation of Learning Environments.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1975. TM Report #43.

This paper discusses the evaluation of social environments as a technique that may afford more comprehensive assessment of the outcomes of schooling. Four evaluation studies demonstrate how learning environment scales have been used to suggest curriculum and instructional changes.

Eash, Maurice J., Talmage, Harriet, and Walberg, Herbert J. *Evaluation of Instructional Materials.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1975. TM Report #45.

In this paper the evaluation of instructional materials is examined from three viewpoints. First, an analytic system for examining the instructional design of materials is described. Second, a broader system, which holds promise of analyzing, developing, and maintaining a reference file on the thousands of instructional products now on the market, is described. Finally, the significance of materials evaluation in meeting the goals of two different curriculum designs is discussed.

Gauthier, William J., Jr. *An Introduction to Applied Performance Testing for School Administrators.* Portland, Oregon: Clearinghouse for Applied Performance Testing, January 1976. Pp. 22, $2.20.

This paper provides an overview of applied performance testing from an administrative perspective, a rationale that may be used to justify the use of such tests in schools, and a discussion of the identification and use of pertinent resources.

• Gislason, Barbara Joan. *School Readiness Testing: A Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1975. TM Report #54.

This 113-item bibliography focuses on reports and articles pertaining to testing procedures used to determine a child's readiness for school. Five data bases were searched: ERIC, Psychological Abstracts, National Technical Information Service, Exceptional Children, and Dissertation Abstracts. A subject index is provided.

Hodgkinson, Harold L., Hurst, Julie, and Levine, Howard. *Improving and Assessing Performance: Evaluation in Higher Education.* Berkeley, California: Center for Research and Development in Higher Education, 1975. Pp. v + 242, $6.00.

This book serves as the final report for a project that was concerned with the uses and applicability of evaluation procedures appropriate for such innovative programs as competency-based education and contract learning.

Jenkinson, J. *Annotated Test Bibliography, No. 5: Reading Achievement.* Hawthorn, Victoria: Australian Council for Educational Research, September 1975. Pp. 47.

This bibliography consists of descriptions of reading tests held in the ACER Test Library. Diagnostic reading tests and tests of reading readiness are described in other bibliographies in the series. The bibliography is in two parts. Part I describes group tests ranging from early primary grades through the tertiary level. Part II includes tests of oral reading and other tests which are either wholly or partially administered individually.

Joselyn, E. Gary. *An Introduction to Standardized Testing for Teachers and Administrators.* Princeton, New Jersey: Educational Records Bureau.

This booklet provides a brief overview of standardized testing and explains some of the commonly used terminology. A bibliography lists sources that discuss the use of tests in greater detail.

Karson, Samuel, and O'Dell, Jerry W. *A Guide to the Clinical Use of the 16 PF.* Champaign, Illinois: Institute for Personality and Ability Testing.

This volume provides substantial data to enhance the use of the Sixteen Personality Factor Test.

• Koppitz, Elizabeth M. *The Bender Gestalt Test for Young Children. Volume II. Research and Application, 1963-1973.* New York: Grune and Stratton, 1975. Pp. 224, $12.50.

This volume presents the results of a systematic examination of the accumulated Bender Test research data from studies involving children, covering the period from 1963 through 1973.

McKeegan, Hugh F. *Applied Performance Testing: What Is It? Why Use It?* Portland, Oregon: Clearinghouse for Applied Performance Testing, Pp. 35, $3.40.

The purpose of this paper is to present an overview of applied performance testing to elementary and secondary school teachers.

McKeegan, Hugh F. and Dennis, Cathy C. *Applied Performance Tests: How to Judge Them, How to Develop Them.* Portland, Oregon: Center for Applied Performance Testing, Pp. 33, $3.00.

This paper presents a discussion of the characteristics of good applied performance tests (APTs), steps involved in the development of APTs, available sources of information about APTs, and evaluation procedures.

• Mauser, August J. *Assessing the Learning Disabled: Selected Instruments.* San Rafael, California: Academic Therapy Publications, 1976. Pp. 95, $4.95.

This annotated bibliography describes more than 300 tests that may be used in the evaluation of individuals with specific learning disabilities. Tests are presented in the following test areas: Intelligence; Preschool Readiness; Motor, Sensory, and Language; Reading Readiness; Diagnostic Reading; Survey Reading; Oral Reading; Diagnostic Tests of Math Abilities; Creativity; and Vocational.

Millman, Jason. *Selecting Educational Researchers and Evaluators.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1975. TM Report #48.

Designed for use by individuals who are in a position to hire or promote educational researchers or evaluators, this paper provides some practical suggestions for assessing the skills of these personnel. Several techniques for ascertaining whether an individual possesses the competencies needed for a specific job are considered. These include certification, formal training, testing, R and E output, bibliographic and academic characteristics, and membership in special professional associations.

Morgan, James M. *Conducting Local Needs Assessment: A Guide.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1975. TM Report #44.

This paper describes the steps involved in conducting a valid needs assessment and identifies some of the problems to be avoided. While it is intended to be a practical but nontechnical guide, suggestions are provided for further assistance on technical points.

Nafziger, Dean H., Thompson, R. Brent, Hiscox, Michael D., and Owen, Thomas R. *Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments.* Portland, Oregon: Northwest Regional Educational Laboratory, June 1975. Pp. 110, $4.50.

This report is intended to serve as a guide to administrators and teachers in Right to Read and other adult education programs. Available measures of adult functional literacy are identified and described. Each of these tests is then evaluated in terms of specific aspects of measurement validity, examinee appropriateness, technical excellence, and administrative usability.

Porter, Deborah Elena. *Criterion-Referenced Testing: A Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1975. TM Report #53.

This bibliography consists of 299 citations resulting from a search of five data bases: ERIC, Psychological Abstracts, National Technical Information Service, Exceptional Children, and Dissertation Abstracts. The articles pertain to research on criterion-referenced testing including information on mastery and domain-referenced testing. A subject index is provided.

Severy, Lawrence J. *Application of the Experimental Method to Program Evaluation: Problems and Prospects.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, November 1975. TM Report #47.

This paper discusses the issues surrounding program evaluation and the experimental method in an effort to help administrators, educators, graduate students, novice researchers, and program and project directors devise ways to effectively apply program evaluation to their own endeavors.

Sherman, Thomas M. *Formative Student Evaluation of Instruction.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1975. TM Report #46.

Current practices and controversial issues pertaining to student evaluation of instruction are briefly reviewed. A discussion of the application of formative evaluation follows. The effective use of formative evaluation in conjunction with other forms and sources of information could result in the improvement of teaching.

Tollefson, Nona F. *Testing and Assessment in Elementary School Guidance Programs.* Boston: Houghton Mifflin Company, 1975. Pp. ix + 94, $2.40.

This monograph reviews the rationale and purposes underlying testing and assessing the skills of children in elementary school. It is organized in terms of assessment of the cognitive, affective, and psychomotor domains. Specific instruments within each area are described and evaluated.

• Weinberg, Richard A. and Moore, Shirley G., Editors. *Evaluation of Educational Programs for Young Children: The Minnesota Roundtable on Early Childhood Education II.* Washington, D. C.: Child Development Associate Consortium, Inc., 1975. Pp. ix + 86, $3.95.

This book is based on presentations made by contributors at the Minnesota Round Table on Early Childhood Education II which was sponsored by the Center for Early Education and Development, University of Minnesota and The Child Development Associates Consortium, Washington, D. C. The presentations focused on the evaluation of early education programs in the context of developments within the mainstream of educational evaluation.

• *Testing for Impaired, Disabled and Handicapped Individuals.* Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1975. Pp. 110, $3.95.

This guide is designed to provide information about physical fitness tests, perceptual-motor scales, and developmental profiles for use with impaired, disabled, and handicapped persons for prescriptive and diagnostic purposes. Summaries of instruments in each of the areas contain information about the availability of the device, what is measured and how it is measured, and administrative considerations.

Test Reviews

• *Boehm Test of Basic Concepts;* The Psychological Corporation.

• *Cognitive Abilities Test;* Houghton Mifflin Company.

• *Durrell Analysis of Reading Difficulty;* The Psychological Corporation.

• *First Grade Screening Test;* American Guidance Service, Inc.

• *Gates-McKillop Reading Diagnostic Test;* Teachers College Press.

• *Henmon-Nelson Tests of Mental Ability;* Houghton Mifflin Company.

• *Iowa Tests of Basic Skills;* Houghton Mifflin Company.

• *Lee-Clark Reading Readiness Test: 1962 Edition;* CTB/McGraw-Hill.

• *Lorge-Thorndike Intelligence Tests;* Houghton Mifflin Company.

• *Metropolitan Achievement Tests: 1970 Edition;* The Psychological Corporation.

• *Murphy-Durrell Reading Readiness Analysis;* The Psychological Corporation.

• *Otis-Lennon Mental Ability Test;* The Psychological Corporation.

• *Pictorial Test of Intelligence;* Houghton Mifflin Company.

• *Stanford Achievement Test: 1973 Edition;* The Psychological Corporation.

• *Stanford-Binet Intelligence Scale;* Houghton Mifflin Company.

• *Stanford Diagnostic Reading Test;* The Psychological Corporation.

• *Torrance Tests of Creative Thinking;* Personnel Press, Inc.

• *Wechsler Intelligence Scale for Children-Revised;* The Psychological Corporation.

• *Wechsler Preschool and Primary Scale of Intelligence;* The Psychological Corporation.

Reviewed by Nona F. Tollefson in *Testing and Assessment in Elementary School Guidance Programs.* Boston: Houghton Mifflin Company, 1975.

New Mexico Career Education Test Series; Monitor.

Reviewed by Dale Prediger, American College Testing Program, in *Measurement and Evaluation in Guidance,* January 1976, Vol. 8, No. 4, 260-262.

New Mexico Career Education Test Series; Monitor.

Reviewed by Bert W. Westbrook, North Carolina State University, in *Measurement and Evaluation in Guidance,* January 1976, Vol. 8, No. 4, 263-266.

Self-Directed Search; Consulting Psychologists Press.

Reviewed by Judith Cole, Education Department, Victoria, Australia, in the *ACER Bulletin for Psychologists,* January 1976, No. 21, 2-3.

• *Woodcock Reading Mastery Tests;* American Guidance Service, Inc.

Reviewed by Cherry Houck, and Larry A. Harris, Virginia Polytechnic Institute and State University, in the *Journal of School Psychology*, Spring 1976, Vol 14, No. 1, 77-79.

• *Woodcock Reading Mastery Tests;* American Guidance Service, Inc.

Reviewed by Barton B. Proger, Montgomery County Intermediate Unit, in *Journal of Special Education*, Winter 1975, Vol. 9, No. 4, 439-444.

Notes

Beginning in the fall of 1976, the American College Testing Program will offer a credit-by-examination program consisting of the New York Regents College Proficiency Examination Program and the Regents External Degree Examinations. Subject areas that will be covered include: Accounting, Adult Nursing, African and Afro-American History, American Literature, Anatomy and Physiology, Business Environment and Strategy, Commonalities in Nursing Care, Corrective and Remedial Instruction in Reading, Criminal Investigation, Differences in Nursing Care, Earth Science, Educational Psychology, Finance, Freshman English, Fundamentals of Nursing, Health Education, History of American Education, Introduction to Criminal Justice, Management of Human Resources, Marketing, Maternal and Child Nursing, Nursing Health Care, Occupational Strategy (Nursing), Operations Management, Philosophy of Education, Psychiatric/Mental Health Nursing, Reading Instruction in the Elementary School, and Shakespeare.

Information concerning administration of the *International Baccalaureate Examination* within the U. S. may be obtained from: International Baccalaureate, NA, 888 Seventh Avenue, New York, New York 10019.

The *1976 Directory of Educational Facilities for the Learning Disabled, Sixth Edition* is now available at no charge from Academic Therapy Publications. This directory lists more than 300 residential and day schools, remedial clinics, diagnostic centers, and summer camps throughout North America for children and adults who are intellectually capable but underachieving academically

New Publishers

InTran Corporation
4555 West 77th Street
Minneapolis, Minnesota 55435

Institutes for the Achievement of Human Potential
8801 Stenton Avenue
Philadelphia, Pennsylvania 19118

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

ACT Assessment Program
P.O. Box 168
Iowa City, Iowa 52240

AICPA Testing Project Office
The Psychological Corporation
757 Third Avenue
New York, New York 10017

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Academy of Certified Social Workers
National Association of Social Workers, Inc.
1425 H. Street, N.W.
Washington, D. C. 20005

Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, D. C. 20036

American Board of Obstetrics and Gynecology, Inc.
200 West Cold Spring Lane
Baltimore, Maryland 21210

American Board of Ophthalmology
8870 Towanda Street
Philadelphia, Pennsylvania 19118

American College of Life Underwriters
266 Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010

The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
430 N. Michigan Avenue
Chicago, Illinois 60611

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Medical Records Association
875 N. Michigan Avenue
Suite 1850
Chicago, Illinois 60611

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, Maryland 20852

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

Association for Operating Room Technicians, Inc.
1100 W. Littleton Boulevard
Littleton, Colorado 80120

Australian Council for Educational Research
Frederick Street
Hawthorn E.2
Victoria, Australia

William Barker
Center for Preschool Services in Special Education
The Franklin Institute Research Laboratories
20th and Parkway
Philadelphia, Pennsylvania 19103

Vern Bengston
Andrus Gerontology Center
University of Southern California
University Park
Los Angeles, California 90007

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Board of Examiners for the Foreign Service
U. S. Department of State
Washington, D. C. 20520

CDP Section, Education Department
Data Processing Management Association
International Headquarters
505 Busse Highway
Park Ridge, Illinois 60668

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Center for Adult Education
Teachers College
Columbia University
New York, New York 10027

Center for Applied Performance Testing
710 S.W. Second Avenue
Portland, Oregon 97204

Center for Research and Development in Higher Education
University of California
Los Angeles, California 90024

Certifying Board of the American Dental Assistants Association, Inc.
211 E. Chicago Avenue
Chicago, Illinois 60611

David J. Chabassol
University of Victoria
P.O. Box 1700
Victoria, B.C., Canada

Child Development Associates Consortium, Inc.
7315 Wisconsin Avenue, Suite 601E
Washington, D. C. 20014

Clearinghouse for Applied Performance Testing (CAPT)
Northwest Regional Educational Laboratory
Portland, Oregon 97204

Donald Cohen
Yale Child Study Center
333 Cedar Street
New Haven, Connecticut 06510

Victoria Colaiuta
45 Missoula Avenue
Butte, Montana 59701

College Level Examination Program
Box 592
Princeton, New Jersey 08540

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Charles G. Costello
Department of Psychology
The University of Calgary
2920 - 24 Avenue, N.W.
Calgary, Alberta, Canada

Henry M. Cox
Executive Director, Annual High School Mathematics Examination
1026 Oldfather Hall
University of Nebraska
Lincoln, Nebraska 68508

Janet L. Cyzyk
Adult Reading Specialist
Baltimore County Board of Education
6901 N. Charles Street
Towson, Maryland 21204

Lloyd K. Daniels
Department of Psychology
Central Connecticut State College
New Britain, Connecticut 06050

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Records Bureau
Princeton, New Jersey 08540

Educational Testing Service
960 Grove Street
Evanston, Illinois 60201

Educational Testing Service
Princeton, New Jersey 08540

Ernest W. Ferneau
Boston City Hospital
Psychiatry Service
Mattapan Chronic Disease Hospital
249 River Street
Mattapan, Massachusetts 02126

Charles K. Frederickson
Chicago Area Bilingual Centers
Board of Education/City of Chicago
2021 N. Burling
Chicago, Illinois 60614

Myles I. Friedman
College of Education
University of South Carolina
Columbia, South Carolina 29208

Bernadette M. Gadzella
Associate Professor
Department of Psychology
East Texas State University
Commerce, Texas 75428

Grune and Stratton, Inc.
111 Fifth Avenue
New York, New York 10003

Charles A. Haertzen
National Institute for Mental Health Addiction Research Center
Lexington, Kentucky 40507

Alice H. Hayden
Experimental Education Unit
University of Washington
Seattle, Washington 98195

Robert Helmreich
Department of Psychology
University of Texas
Mezes Hall, 211
Austin, Texas 78712

Theodore Hipple
Chairman, Language Arts Section
College of Education
358 Norman Hall
University of Florida
Gainesville, Florida 32601

Houghton Mifflin Company
110 Tremont Street
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Washington, D. C. 20006

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The Institutes for the Achievement of Human Potential
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International Baccalaureate, NA
888 Seventh Avenue
New York, New York 10019

International Society of Certified Electronics Technicians
1705 Expo Lane
Indianapolis, Indiana 46224

InTran Corporation
4555 West 77th Street
Minneapolis, Minnesota 55435

JSAS Catalog of Selected Documents in Psychology
American Psychological Association
1200 17th Street, N.W.
Washington, D. C. 20036

Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

Marysville Reading-Learning Center
11th Avenue and Powerline Road
Olivehurst, California 95961

Medical College Admission Test
The American College Testing Program
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Iowa City, Iowa 52240

Norman A. Milgram
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Hollywood, California 90028

National Academy of Opticianry
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653 Longfellow Drive
Berea, Ohio 44017

Personnel Press
Education Center
P.O. Box 2649
Columbus, Ohio 43216

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Rehabilitation Center at Philadelphia
8801 Stenton Avenue
Philadelphia, Pennsylvania 19063

Carol Reich
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto 181, Ontario, Canada

Joseph S. Renzulli
Bureau of Educational Research
School of Education
University of Connecticut
Storrs, Connecticut 06268

San Bernardino City U.S.D.
Bilingual Office
Bilingual Education
799 "F" Street
San Bernardino, California 92410

Shirin Schludermann
Department of Psychology
The University of Manitoba
Winnipeg, Canada

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Juliet Popper Shaffer
Department of Psychology
The University of Kansas
Lawrence, Kansas 66045

Teachers College Press
Teachers College
Columbia University
New York, New York 10027

Eleanor Thonis
Director, Marysville Reading-Learning Center
11th Avenue and Powerline Road
Olivehurst, California 95961

University Extension
Rural Family Development Program
University of Wisconsin
Madison, Wisconsin 53706

University of Illinois Press
Urbana, Illinois 61801

Joyce P. Warshow
Associate Evaluation Coordinator
Curriculum Research and Development Center in Mental Retardation
Yeshiva University
55 Fifth Avenue
New York New York 10003

The Williams and Wilkins Company
428 East Preston Street
Baltimore, Maryland 21202

Ray M. Zeisset
Lincoln Regional Center
P.O. Box 80499
Lincoln, Nebraska 68501

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 10, No. 4

October 1976

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACER Biology Diagnostic and Achievement Tests by Peter Thompson; c1974; Grades 9-12; Australian Council for Educational Research, Australia.

This series of tests was designed for use with the textbook, *Biological Science: The Web of Life*. It consists of nine diagnostic tests that identify areas of misconceptions that require further study, and five achievement tests that measure attainment of specific course objectives. The diagnostic tests cover: Animal Structure and Physiology; Plant Physiology; Behavior; Cell Structure and Physiology; Plant and Animal Coordination; The Immune Response; Cell Division and Reproduction; Genes and Heredity; and Evolution and Man. The achievement tests cover: Organ and System Levels; Cell Structure and Physiology; Interaction and Maintenance; Cell Division and Reproduction; and Genes and Heredity.

APU Arithmetic Test by S.J. Closs and M.J. Hutchings; c1976; Ages 11-18; Hodder and Stoughton, Great Britain.

This test is designed to assess competency in basic arithmetic skills.

Connective Reading Test by Jean E. Robertson; 1966; Grades 4-6; Jean E. Robertson.

This instrument is designed to investigate a pupil's understanding of connectives, the linguistic form that connects one clause to another. Each item is a sentence from which a clause is missing. The respondent must select from four possible clauses, the one which best fits into the sentence.

• *Developmental Patterns in Elemental Reading Skills* by Richard G. Stennett, P.C. Smythe, Madeline Hardy, June Pickney, and Ada Fairbairn; 1969-73; Preschool-Primary; Richard G. Stennett, Canada.

This battery is designed to measure the normal development of several of the basic skills children must acquire if they are to become skilled readers. The battery includes the following tests: Visual (Visual Language Concepts, Concepts of Letters, Letter Orientation, Visual Template, Visual Word Recognition, Decoding, Visual Segmentation), Auditory (Auditory Language Concepts, Phoneme Span, Auditory Segmentation, Auditory Blending), Auditory/Visual (Letter Recognition, Letter Naming, Phoneme-Grapheme Recognition, Grapheme-Phoneme Production), Visual/Motor (Eyemovement-Cancelling, Eyemovement-Motor Speed), Language Background Factors (Language Background Interview), Test Behavior and Attitude (Pupil Behavior Reaction Sheets), Instructional Exposure (Teacher Inventory), Mastery (Standardized Tests: Silent and Oral Reading, Word Attack).

• *Diagnostic Mathematics Inventory* by John K. Gessel; c1975; Grades 1.5-7.5 and Above; CTB/McGraw-Hill.

This series of criterion-referenced tests is based on behaviorally stated objectives in traditional and contemporary mathematics. The tests are available at seven levels which overlap in terms of the objectives they measure. Prescriptions are available for use with those text series most widely used in mathematics programs.

Educational Goal Attainment Tests (EGAT) by Bruce W. Tuckman and Alberto P.S. Montare; c1975; Grades 7-12; Phi Delta Kappa, Inc.

This collection of tests provides for assessment of a broad range of educational goals common to many communities. EGAT covers both cognitive and affective goals consisting of knowledge, attitude, and behavior items. The tests are: Arts and Leisure, Careers, Civics, English Language, General Knowledge, Human Relations, Life Skills, Reasoning, Self Test, and Latin America. Both Spanish and English versions are available. EGAT is designed for school or district needs assessment and not for diagnosis of individual student performance or individual professional accountability.

• *Elicited Imitation* by Dan I. Slobin and Charles A. Walsh; 1967; Preschool; Dan I. Slobin.

Controlled elicited imitation is a technique intended to discover a child's underlying linguistic competence. Analysis is based on the child's repetition of each of 44 model sentences uttered by an adult.

Everyday Skills Tests; c1969-75; Grades 6-12; CTB/McGraw-Hill.

These tests include: criterion-referenced tests in those reading and mathematics skills required for effective participation in contemporary society; and norm-referenced tests in the use of reference and graphical materials important for continuing education. The tests can be helpful to those states and school districts that wish to establish minimum levels of proficiency as a requirement for high school graduation.

• *Graded Arithmetic-Mathematics Test: Metric Edition* by P.E. Vernon and K.M. Miller; c1976; Age 6 and Above; Hodder and Stoughton, Great Britain.

This test assesses competency in mathematics, using metric measures. Two levels are available, one for ages 6-12, the other for ages twelve to adult.

Ilyin Oral Interview by D. Ilyin; 1976; Age 18 and Above; Newbury House.

This interview is an integrative test that assesses an individual's ability to understand and speak intelligibly in a picture-controlled situation. To take the test, the individual needs to understand basic question words, sentence patterns, and rhythm and intonation patterns using noun, verb, and modification structures usually taught in the first stages of any intensive ESL program. The interview is intended for use with individuals with some oral English ability.

• *Individualized Mathematics Program* (IMP) by James C. Young; c1970-75; Kindergarten-Grade 9; Educational and Industrial Testing Service.

IMP is an individually prescribed instructional system based on stated performance objectives and containing assessment and diagnostic devices with correlated teaching materials and methods. The system consists of materials at six levels covering kindergarten through grade nine.

• *Inventory of Symptoms of Cognitive Development: Pre-Mathematics Skills* by Thomas M. Goolsby, Jr.; 1969; Ages 3-5; Thomas M. Goolsby, Jr.*

This device can be used to identify and record children's development in various areas of pre-mathematics skills as evidenced by specific behaviors. The skill areas include: Imitating, Recognizing, Classifying, Matching, Comparing, Understanding, Counting, Computing, and Measuring. The Inventory can be used as either a class record or an individual profile.
*Included in: Goolsby, T.M. *Evaluation of Cognitive Development: An Observational Technique in Pre-Mathematics Skills.* Research Paper No. 11, June 1969 (ED 046 989)

• *Iowa Test of Preschool Development* by Ralph Scott; c1974-75; Ages 2-5; Go-Mo Industries, Inc.

This achievement-oriented test is designed to facilitate the early identification of handicapped and learning-disabled children. It consists of four subtests pertaining to 11 skill areas: Language (receptive, expressive), Visual Motor (large motor, small motor-paper/pencil, small motor-pegs and beads), Memory (visual, auditory), and Concepts (receptive, expressive, similarities and differences, spatial relationships). The test is provided at two levels. Level I is appropriate for children from 2 to 3 1/2 years of age, while Level II is for children from 3 1/2 to 5.

• *Literary Rating Scale* by Eileen Tway; c1969; Grades 2-6; Eileen Tway.

This scale provides standards for judging the literary quality of children's stories. The stories are rated in terms of twelve elements: structure, word usage, characterization, setting, point of view, conversation, detail, appeals to senses, values, ending, sentence structure, and situation.

• *Metropolitan Readiness Tests Assessment Program: 1976 Edition* by Joanne R. Nurss and Mary E. McGauvran; c1974-76; Kindergarten-Grade 1; The Psychological Corporation.

This comprehensive program provides for the early evaluation of children's school-related skills.

• *Metropolitan Readiness Test, Level I*
Designed to assess the basic prereading skills of kindergarten children, this instrument consists of six subtests: Auditory, Memory, Rhyming, Letter Recognition, Visual Matching, School Language and Listening, and Quantitative Language. An optional Copying subtest is available.

•*Metropolitan Readiness Test, Level II*
This focuses on the more advanced, higher-level skills important in beginning reading and mathematics. Intended for use at the end of kindergarten or the beginning of grade one, it includes eight subtests: Beginning Consonants, Sound-Letter Correspondence, Visual Matching, Finding Patterns, School Language, Listening, Quantitative Concepts, and Quantitative Operations. An optional Copying test is available.

• *Early School Inventory*
This checklist is designed to enable teachers to supplement MRT results by systematically recording observations of the pupil's physical, language, social-emotional, and cognitive development.

• *Parent-Teacher Conference Report*
This report is designed to present a pupil's MRT results in non-numerical, descriptive terms that can be easily explained to parents. Suggestions are provided for ways in which parents can help to develop a child's auditory, visual, language, and quantitative skills.

• *Objectives-Referenced Bank of Items and Tests* (ORBIT); c1975; Kindergarten-Grade 12 and Adults; CTB/McGraw-Hill.

This system is designed to enable educators to select from a wide range of instructional objectives those most appropriate to their own local educational goals and programs. ORBIT consists of 335 reading and communcation skills objectives and 506 mathematics objectives from which customized, criterion-referenced tests can be produced.

• *Pupil Evaluation Measure* by Velma Evans and Edward N. Whitney; 1973; Ages 2-7; Edward N. Whitney.

This criterion-referenced measure is based on Piagetian stages of development. The measure consists of nine tasks representing the program objectives of the Early School Admissions Program. Each task is designed to observe a pupil's growth as he masters simple tasks and proceeds to more difficult ones, beginning with the concrete and advancing to a more abstract level of cognitive development.

• *SPAR Spelling and Reading Tests* by D. Young; c1976; Ages 7-16; Hodder and Stoughton, Great Britain.

The spelling and reading tests provide a means of following the progress toward literacy of children whose abilities vary widely.

• *Salford Sentence Reading Test* by G.E. Bookbinder; c1976; Ages 6-12; Hodder and Stoughton, Great Britain.

This brief test is designed to provide a rapid assessment of reading attainment.

SelectABLE by Bjorn Karlsen, Eric F. Gardner, and Richard Madden; c1974; Adults; The Psychological Corporation.

This preliminary screening device is intended for use in conjunction with the *Adult Basic Learning Examination* (ABLE). The score is a means of determining which level of ABLE is most suitable for use with a particular individual. The test consists of 45 multiple-choice items involving both verbal and numerical concepts.

• *Skills Monitoring System-Reading* by Lenore Ringler; c1974-75; Grades 3-5; The Psychological Corporation.

This objectives-based instructional aid uses a diagnostic-prescriptive approach based on criterion-referenced measures. It is designed to help the teacher identify specific reading skill strengths and deficiencies, and provides guidelines for planning skill teaching and for managing classroom instruction, a framework for monitoring pupil and class progress in the reading skills, and an index of appropriate instructional resource material. Tests are available at three levels. They cover the areas of Word Identification (visual perception, phonic analysis, morphemic elements), and Comprehension (word meaning in context, literal meaning, interpretation, critical reading).

Smith Alcohol Knowledge Test by Berneda C. Smith; 1967; Grades 10-12; Berneda C. Smith.

This 76-item, multiple-choice examination assesses knowledge of alcohol and its use.

• *Speech Sound Discrimination Test* by Estelle Peisach and Jack Victor; 1969; Grade 1; Institute for Developmental Studies.

This test was developed for group administration to black, low SES, urban children. It provides separate measures for the discrimination of the same phonemes in initial and final positions of minimal phonemic difference pairs. The test is administered using a tape recorder and the child marks the appropriate picture in his test booklet.

• *Speed Scale for Determining Independent Reading Level* by Ward Cramer and Roger Trent; c1975; Grades 1-12; Academic Therapy Publications.

This scale is designed to determine a pupil's functional reading level. It consists of an individually administered subtest, Word Recognition, and a group-administered subtest, Comprehension.

• *Stanford Diagnostic Mathematics Test: 1976 Edition* by Leslie S. Beatty, Richard Madden, Eric F. Gardner, and Bjorn Karlsen; c1976; Grades 1.5-13; The Psychological Corporation.

This test measures competence in the basic concepts and skills that are important in daily affairs and prerequisite to the continued study of mathematics. Designed to diagnose pupils' specific strengths and weaknesses, it provides tests at four levels. It assesses three interrelated areas of mathematical competence: Number System and Numeration, Computation, and Application.

• *Stanford Diagnostic Reading Test: 1976 Edition* by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1976; Grades 1.5-9.5; The Psychological Corporation.

This series of tests is designed to diagnose pupils' strengths and weaknesses in the major components of reading.

• *Red Level*
This test includes five subtests: Auditory Vocabulary, Auditory Discrimination (consonant sounds, vowel sounds), Phonetic Analysis (consonant sounds, vowel sounds), Word Reading, and Reading Comprehension (sentence reading, paragraph comprehension).

• *Green Level*
Five subtests constitute this test: Auditory Vocabulary, Auditory Discrimination (consonant sounds, vowel sounds), Phonetic Analysis (consonant sounds, vowel sounds), Structural Analysis (word division, blending), and Reading Comprehension (literal comprehension, inferential comprehension).

Brown Level
The five subtests included in this level are: Auditory Vocabulary, Reading Comprehension (literal comprehension, inferential comprehension), Phonetic Analysis (consonant sounds, vowel sounds), Structural Analysis (word division, blending), and Reading Rate.

• *System for Teacher Evaluation of Pre-reading Skills* (STEPS) by Brandon B. Sparkman and Jane D. Saul; c1975; Kindergarten-Grade 1; CTB/McGraw-Hill.

STEPS is an integrated program of individualized assessment and instruction of prereading and initial reading skills. It comprises four categories: visual perception, auditory perception, spatial relationships, and cognitive skills. Each of the four categories consists of a sequenced set of objectives assessing skills ranging from basic prereading to initial reading skills required for successful entry into a formal reading program. Specific instructional activities matched to each objective are provided for use when instruction related to an objective is needed.

• *Teaching Essential Language and Reading* (TELAR); c1975; Kindergarten-Grade 2; Educational and Industrial Testing Service.

This reading instructional system is designed to assist the teacher in defining each student's needs and in prescribing the

necessary learning activities to meet those needs. The system covers objectives in the areas of Word Analysis Skills, Oral Language Development, Comprehension, Study Skills, and Attitudes and Interests.

• *Test of Auditory Discrimination* by Victoria Risko; c1975; Kindergarten-Grade 6; Academic Therapy Publications.

This checklist is part of a module designed to be used by the classroom or reading teacher in developmental, corrective, or remedial programs. The test enables the teacher to diagnose the child's specific auditory discrimination and blending skills. It consists of six subtests: Initial Consonants, Initial Consonant Blends and Digraphs, Final Consonant Sounds, Final Consonant Blend and Digraph Sounds, Vowels, and Auditory Blending. Once the child's specific strengths and weaknesses have been identified, the module provides sets of activities and games to correct any skill deficiencies.

• *Test of Grammatically Correct Spanish and English;* 1970-71; Kindergarten-Grade 6; Las Cruces Bilingual Education Project.

This series consists of both oral and written tests assessing language skills in both English and Spanish. The test covers: vocabulary, sentence patterns, grammar, and usage.

Test of Language Judgment by Arlene Mantell Kahn; 1971; Grades 4-6; Arlene Mantell Kahn.

This test assesses the ability to choose rules of standard English and black English as they are appropriate to a situational context. Of the 20 items, 12 require a response in standard English and eight require a response in black English.

• *Tests of Achievement in Basic Skills: Mathematics* by James C. Young; c1972-74; Kindergarten-Grade 4; Educational and Industrial Testing Service.

These criterion-referenced, diagnostic mathematics tests are based on performance objectives. The tests at each level consist of three parts.

• *Level K*
Arithmetic Skills covers such basic skills as counting, matching numerals with sets, and matching numerals with names. Geometry-Measurement deals with geometric shapes, weight, and length. Modern Concepts measures such modern concepts as sets and sequence.

• *Level 1*
Part I, Arithmetic Skills, deals with basic skills including counting, identification of odd and even numbers, and operations of addition and subtraction. Part II, Geometry-Measurement-Application, measures basic geometric concepts, arithmetic measurements, and application of basic mathematical skills to practical problems. Part III, Modern Concepts, deals with such concepts as sets, inequalities, expanded notation, and sequences.

• *Level 2*
Arithmetic Skills covers basic operations of addition, subtraction, and multiplication. Geometry-Measurement-Application deals with geometric figures, liquid measures, and story problems. Modern Concepts includes sets and sequences.

• *Level A*
Arithmetic Skills covers the four operations of addition, subtraction, multiplication, and division within the sets of whole numbers, and the addition of fractions. Geometry-Measurement-Application deals with basic geometric concepts, arithmetic measurements, and application of basic mathematical skills to practical problems. Modern Concepts measures such concepts as sequences, number properties, properties of operations, and inequality.

• *Tests of Achievement in Basic Skills: Reading and Language;* c1975; Kindergarten-Grade 2; Educational and Industrial Testing Service.

These criterion-referenced tests are designed to determine an individual's achievement with respect to stated, relevant objectives of instruction. The tests at each level consist of four sections.

• *Level K.*
Word Analysis Skills covers three skill areas: Visual Discrimination Skills, Auditory Discrimination Skills, and Auditory Visual Discrimination Skills. Oral Language Development deals with vocabulary development, identifying relationships, classifying by likeness, and identifying concepts. Comprehension includes the skills associated with recognizing the main idea, identifying details and sequences, recalling a story, and making inferences. Study Skills measures skill in performing tasks in the area of locating materials and using maps.

• *Level 1*
Word Analysis Skills deals with discriminating likenesses and differences, identifying rhyming words, following directions, sound symbol correspondence, identifying consonant blends and digraphs, identifying long and short vowel sounds, discriminating between single and plural word forms, matching phrases with the proper contraction, and using context clues. Oral Language Development includes the following essential skills: vocabulary development, identifying relationships, classifying by likeness, identifying concepts, giving oral descriptions and directions, and solving simple problems. Comprehension includes skills such as the ability to recognize the main idea, recall details, retell stories, and identify cause and effect relationships. Study Skills measures skills in completing tasks, naming and locating needed materials, map reading, using a table of contents, using a picture dictionary, and skimming a story for details.

• *Level 2*
Word Analysis measures such skills as identifying consonant sounds, recognizing rhyming words, using context clues in word recognition, forming plurals, forming compound words, and identifying syllables. Oral Language Skills includes the following: identifying relationships and conceptual associations, problem solving, understanding figurative language, dramatizing, and choral speaking. Comprehension deals with such skills as the ability to recognize the main idea, recall details, sequence events in stories, predict probable story endings, and identify cause and effect relationships. Study Skills measures skills in completing tasks, using charts to locate information, identifying titles and authors, using a simple table of contents, alphabetizing words by first and second letter, using a picture dictionary, and skimming stories for the main idea.

Tests of Adult Basic Education: 1976 Edition; c1976; Adults; CTB/McGraw-Hill.

This revision is designed to analyze and evaluate the needs of adults who wish to continue their education. The tests help to establish the level at which instruction should begin and to identify the individual's specific instructional needs in basic reading, arithmetic, and language skills. Tests are provided at three levels of difficulty.

Level E (Easy)
Intended for use with persons whose educational level is grades 2.5-4.9, this test comprises two subtests: Reading (vocabulary, comprehension), and Mathematics (computation, concepts, problems).

Level M (Medium)
Individuals with an educational level of grades 4.5-6.9 may take this test. The subtests include: Reading (vocabulary, comprehension); Mathematics (computation, fractions, concepts, problems); and Language (capitalization, punctuation, expression, spelling).

Level D (Difficult)
Three subtests make up this test: Reading (vocabulary, comprehension); Mathematics (computation, concepts, problems); and Language (capitalization, punctuation, expression, spelling). It is appropriate for use with persons whose educational level is grades 6.5-8.9.

Tests of Adult Basic Education: 1976 Edition, Practice Exercise and Locator Test; c1976; Adults; CTB/McGraw-Hill.

The Practice Exercise is designed to provide experience with test-taking procedures. The Locator Test is used to determine the appropriate level of TABE for a particular individual.

• *Vane Evaluation of Language Scale* by Julia R. Vane; c1975; Ages 2 1/2-6; Clinical Psychology Publishing Company, Inc.

This individually administered test assesses a child's language acquisition. It also provides measures of attention and handedness. The test consists of four parts: Receptive Language (action words, body parts, singular-plural, concepts), Expressive Language (information, sentences, vocabulary), Memory (auditory verbal, auditory motor), and Handedness.

Written Connectives Test by Jean E. Robertson; 1966; Grades 4-6; Jean E. Robertson.

This 20-item test is designed to assess pupils' ability to join ideas together with their own choice of connectives.

APTITUDE

Hd Km Non-Verbal Test by Violet Kalyan-Masin; c1962; Grades 7-9; Violet Kalyan-Masin.

This non-verbal test is designed to measure intelligence which is defined operationally as "the ability to interpret and use symbols, the usual and familiar, as well as the unusual and unfamiliar ones". The test has two parts: Part I consists of 23 classifications, suggestions for solving, and practice exercises, while Part II consists of 37 analogies, suggestions for solving, and practice exercises. It is a group-administered test.

• *Sigel Conceptual Style Sorting Task* by Irving Sigel; c1967; Elementary; Irving Sigel.

This instrument is designed to indicate a child's conceptual style. It consists of a series of three-picture sets. For each set, the child must select two pictures and provide a reason why they go together. The scoring categories are: Descriptive (Part-Whole, Global); Relational-Contextual (Thematic, Geographical, Temporal, Comparative, Functional, Interpersonal Relationship, Institutional Relationship); Categorical-Inferential (Common Behavior or Function, Common Role or Attribute, Moral or Aesthetic Judgment, Common Affect State, Common Geographic Location, Inferred Common Attribute, Value Judgment).

• *Symbolic Play Test: Experimental Edition* by Marianne Lowe and Anthony J. Costello; c1976; Ages 1-3; NFER Publishing Company, Ltd., Great Britain.

This diagnostic tool uses the evaluation of children's spontaneous nonverbal play activities in a structured situation to identify the level of a child's nonverbal symbolic thinking. The test is aimed primarily at children who have failed to develop receptive or expressive language. It explores the child's ability to appreciate semantic rather than spatial relationships, his early visual concepts, and his ability to deal with symbols in their simplest form to express his own experiences and fantasies.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

AAMD-Becker Reading-Free Vocational Interest Inventory by Ralph L. Becker; c1975; Grades 9-12 and Adults; American Association on Mental Deficiency.

This nonreading vocational preference test is intended for use with educable mentally retarded persons, particularly at the high school level. Each item consists of three pictures depicting individuals engaged in clearly illustrated job tasks. The inventory yields scores in eleven male and eight female interest areas. The male areas are: Automotive, Building Trades, Clerical, Animal Care, Food Service, Patient Care, Horticulture, Janitorial, Personal Service, Laundry Service, and Materials Handling. The female areas are: Laundry Service, Light Industrial, Clerical, Personal Service, Food Service, Patient Care, Horticulture, and Housekeeping.

Actualizing Assessment Battery by Everett Shostrom; c1975; Adults; Educational and Industrial Testing Service.

This battery of four instruments is designed to measure the degree to which an individual expresses self-fulfillment, or is actualizing. Two of the instruments, the *Personal Orientation Dimensions* and the *Personal Orientation Inventory*, are primarily measures of intrapersonal actualizing while the other two, the *Caring Relationship Inventory* and the *Pair Attraction Inventory* are primarily measures of interpersonal actualizing.

• *Chasen Children's Attitude Scale* by Barbara Chasen; Not Dated; Preschool; Barbara Chasen.

This brief questionnaire is designed to elicit children's sex-role attitudes.

Chasen Diagnostic Sex-Role Bias Scale by Barbara Chasen and Sharon Weinberg; circa 1974; Adults; Barbara Chasen.

This instrument is designed to measure whether clinicians and others have stereotypical sex-role standards of mental health for boys and girls. It consists of case histories that focus on the "somewhat unhealthy" aspects of two main factors of behavior: activity (composed of independence and aggression) and passivity (composed of dependence and nonaggression).

Chasen Early Childhood Teacher Attitude Scale by Barbara Chasen; circa 1974; Adults; Barbara Chasen.

This questionnaire elicits information concerning teachers' attitudes toward sex roles. The scale is in three parts: a checklist of teachers' actions, a checklist of teachers' beliefs, and open-ended questions. The items are designed to measure both teachers' expectations in all typical areas and activities in the classroom, and what the teachers say they actually do to encourage or discourage activity. The teachers are asked to base their responses on their experiences in their prekindergarten classes.

Eysenck Personality Questionnaire: Adult by H.J. Eysenck and Sybil B.G. Eysenck; c1975; Age 16 and Over; Educational and Industrial Testing Service.

This device measures three dimensions of personality: Psychoticism (tough-mindedness), Extraversion, and Neuroticism (emotionality). A Lie Scale is included.

• *Eysenck Personality Questionnaire: Junior* by H.J. Eysenck and Sybil B.G. Eysenck; c1975; Ages 7-15; Educational and Industrial Testing Service.

This form of the EPQ measures the same three dimensions of personality as does the adult form.

• *Interpersonal Awareness Test* by Helen Borke; Not Dated; Kindergarten; Helen Borke.

This instrument was developed for a cross-cultural study on the early development of emotional awareness. Part I contains 11 stories describing general situations that might make a child feel happy, afraid, sad, or angry. Part II consists of 12 stories that describe the subject as behaving toward another child in ways that might make the other child feel happy, sad, afraid, or angry. After hearing each story, the respondent is asked to select from among four faces (happy, sad, afraid, angry) the one most relevant to the story.

Inventaire du Monde Experientiel by A. Moneim El-Meligi and G. Bonneau; c1974; Adolescents and Adults; Editest, Belgium.

This psychometric device is designed to enable the clinician to determine how a psychiatric patient perceives his environment, people around him, his own body, and his own identity. The inventory includes eight subscales: Sensory Perception, Time Perception, Body Perception, Self Perception, Perception of Others, Ideation, Dysphoria, and Impulse Regulation.

Inventory of Anger Communication by Millard J. Bienvenu, Sr.; c1974; Adults; University Associates.*

This instrument enables an individual to objectively evaluate how anger affects him and how he deals with it in his daily contacts with others. *Included in: Pfeiffer, J.W. and Jones, J.E. (Eds.) *The 1976 Annual Handbook for Group Facilitators*. La Jolla, California: University Associates, 1976.

Inventory of Self-Actualizing Characteristics by Anthony G. Banet, Jr.; c1976; Adults; University Associates.*

This 75-item inventory elicits information concerning an individual's personal characteristics. It comprises 15 scales: Efficient Reality Perception; Acceptance of Self, Others, Human Nature; Spontaneity, Simplicity, Naturalness; Problem Centeredness; Detachment and Privacy; Autonomy and Independence of Culture and Environments; Freshness of Appreciation; Capacity for Peak Experiences; Gemeinschaftsgefuhl; Interpersonal Relations; Democratic Character Structure; Ethical Standards; Unhostile Sense of Humor; Creativeness; and Resistance to Enculturation. *Included in: Pfeiffer, J.W. and Jones, J.E. (Eds.) *The 1976 Annual Handbook for Group Facilitators*. La Jolla, California: University Associates, 1976.

Leadership Effectiveness and Adaptability Description (LEAD) by Paul Hersey and Kenneth H. Blanchard; c1973-76; University Associates.*

This device assesses two types of behavior central to the concept of leadership style: Task Behavior and Relationship Behavior. For each of twelve situations, the respondent indicates how he would behave. *Included in: Pfeiffer, J.W. and Jones, J.E. (Eds.) *The 1976 Annual Handbook for Group Facilitators*. La Jolla, California: University Associates, 1976.

Parental Attitude Research Instrument (Glasser-Radin Revision) by Paul Glasser and Norma Radin; 1965; Adults; Norma Radin.

This revision of Shaefer and Bell's original instrument was adapted for use with lower-class families. It is intended to elicit their child-rearing attitudes.

Personal Orientation Dimensions by Everett L. Shostrom; c1975-76; Adults; Educational and Industrial Testing Service.

This inventory measures values and behavior regarded as significant to actualizing and positive mental health. It consists of 13 nonoverlapping scales within four dimensions: Orientation (time orientation, core centeredness), Polarities (strength, weakness, anger, love), Integration (synergistic integration, potentiation) and Awareness (being, trust in humanity, creative living, mission, manipulation awareness).

• *Survey of School Attitudes* by Thomas P. Hogan; c1973-75; Grades 1-3, 4-8; The Psychological Corporation.

This instrument is designed to assess students' reactions to four major areas of the school curriculum: Reading and Language Arts, Mathematics, Science, and Social Studies. The test is available at two levels, Primary and Intermediate. It provides for both norm- and criterion-referenced interpretation of results.

• *El Test de Los Garabatos* by Louis Corman; c1971; Age 6 and Above; Editorial Kapelusz, Argentina.

This projective device is based on the hypothesis that an individual's scribblings reveal various subconscious feelings and tendencies and thus provide a measure of personality.

• *Le Test du Dessin d'un Arbre* by F. Muschoot, W. Demeyer; c1974, Ages 3-16 and Adults; Editest; Belgium.

This projective device employs individuals' drawings of a tree to elicit information on their psychological development and status. The drawings are interpreted according to the following characteristics: Base of the Tree (roots, base of the trunk, line of ground), Trunk (type of trunk, outline of the trunk, surface of the trunk), Crown (general aspect, branches, fruit and leaves), Secondary Elements Which do Not Pertain to the Same Tree.

Tests of Security in Personal Adjustment by Mary D. Ainsworth and Leonard H. Ainsworth; 1958; Adults; Mary D. Ainsworth.*

This battery of tests is intended to assess the extent to which an individual is secure or insecure and to describe the methods whereby he attempts to attain or maintain security. It consists of four parts: Familial Test, Extra-Familial Test, Avocational Test, and Philosophical Test. *Included in: Ainsworth, M.D. and Ainsworth, L.H. *Measuring Security in Personal Adjustment*. Toronto: University of Toronto Press, 1958.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *Approach Measure* by Brian Coates, Elizabeth P. Anderson, and Willard W. Hartup; 1972; Ages 10-18 Months; Brian Coates.

This system is designed to assess the attachment behavior of an infant in the presence and absence of the mother. The behavior is recorded in terms of the frequency of the following: Visual Orientation, Vocalizing, Smiling, Touching, Crying, and Proximity.

• *Bannatyne System: Early Screening and Diagnostic Tests-Phase Two* by Alexander D. Bannatyne; c1975; Ages 3-6; Learning Systems Press.

This battery of screening and diagnostic tests comprises a two-stage system whereby schools can identify potentially handicapped or gifted children prior to school entry. Phase I consists of screening tests. Phase II provides diagnostic profiles of the strengths and deficits of the At-Risk-Children. These Diagnostic Assessment tests include: Recall Vocabulary, Design Matching, Balance Test, Auditory Closure, Form/Motor Memory, Auditory Vocal Sequencing Memory, Dexterity/Parallels, Spatial Form Recognition, Echo Words.

Barclay Learning Needs Assessment Inventory by James R. Barclay; c1975; Grade 6 and Above; Educational Skills Development Inc.

This experimental instrument provides three sets of information. First, it elicits the student's own perception of affective-social learning needs in the educational environment. Second, it contrasts his scores with those of the group in which he took the inventory. Third, it compares the student's evaluation of his problems in learning with impressions of a rater who knows him. Subscales of the inventory are: Self-Competency, Group Interaction, Self-Control, Verbal, Energy, Cognitive-Motivation, and Attitude.

• *Bender-Purdue Reflex Test* by Miriam L. Bender; c1976; Kindergarten-Grade 3; Academic Therapy Publications.

This test serves as a secondary screening device for the identification of children who are at high risk of academic failure due to symmetric tonic neck reflex immaturity. The test is based on systematic observation of specific behaviors and postures exhibited by the child as he creeps on hands and knees, first forward, then backward, against manual resistance.

• *Berk-Jackson-Wolfson System* by Laura E. Berk, Philip W. Jackson, and Bernice J. Wolfson; 1970; Preschool; Laura E. Berk.

This observational system was designed to provide a broad view of the constraints encountered by children attending nursery school. It consists of two classification schemes, one a categorization of varieties of constraint, the other a taxonomy of modes of adaptation. The varieties of constraint in-

clude: Desire vs. Desire, Desire vs. Teacher Expectation, Desire vs. Clutter-Crowds, Desire vs. Institutional Restriction, Desire vs. Inability, Desire vs. Teacher Outlook, Desire vs. Environmental Limitation, and Other. Modes of Adaptation include: Unresponsive-Withdrawing, Dependent-Compliant, Thoughtful-Persistent, Offensive-Combative, and Other.

Biology Classroom Activity Checklist by Leonard H. Kochendorfer and Addison E. Lee; 1967; Grades 9-12; Leonard H. Kochendorfer.

This device is designed to identify actual classroom practices as they relate to the philosophy and rationale of the Biological Sciences Curriculum Study. The checklist, which is completed by the students, is organized into seven sections: Role of the Teacher in the Classroom, Student Classroom Participation, Use of Textbook and Reference Materials, Design and Use of Tests, Laboratory Preparation, Type of Laboratory Activities, and Laboratory Follow-Up Activities.

• *Callier-Azusa Scale;* 1974; Birth-7 Years; Callier Center for Communication Disorders.

This developmentally based assessment scale is designed for use with low-functioning deaf-blind and multihandicapped children. It is based upon the assumption that when given the appropriate educational and therapeutic environment, all children develop according to the same sequence. The scale covers five areas: Motor Development, Perceptual Development, Daily Living Skills, Language Development, and Socialization. Scoring is based on the observation of ongoing behaviors that occur in the classroom.

• *Hartup-Charlesworth System* by Willard W. Hartup and Rosalind Charlesworth; 1967; Preschool; Willard W. Hartup.

This observational method was devised to obtain normative information on the amount and kinds of positive social reinforcement dispensed by preschool children to each other in the nursery school situation. The observation protocols are coded using the following categories: Giving positive attention and approval, Giving affection and personal acceptance, Submission, and Token giving.

• *Interpresonal Behavior Constructs* by Kate L. Kogan, Kira Carey, Margaret Jarvis, Thomas Layden, Patricia Turner, and Deborah Vann; 1975; Mother and Child; Kate L. Kogan.

This device provides a method for analyzing videotaped interaction between the young child and his mother in a play situation. It consists of a checklist of behavior transactions that are submitted to one of two types of ratings: Duration or Frequency. The Duration items cover various generalized manifestations of involvement, qualities of verbal interaction, and lead-taking. The Frequency items deal with specific instances of positive and negative affect and acts of nonacceptance, compliance, and controllingness.

• *Inventory of Children's Preschool Experiences* by Leon Yarrow, Sandra Sklar, Frank Pederson, Salvatore Lomonaco, and David Fox; 1968; Preschool; Leon Yarrow.

This observational system was developed to describe the experiences of an individual child in a preschool classroom. Fifteen major categories are employed in defining the experience in terms of teacher behavior, child behavior, and characteristics of the broader environment. These categories are: Activity, Restrictions on Activity, Attention, Cognitive Skills, Cognitive Modes, Cognitive Activities, Child Communications, Social Participation, Child Affect, Agent-Focus, Control Activities, Control Techniques, Cognitive Task, Cognitive Techniques, and Reinforcement.

• *Jansky Screening Index* by Jeannette J. Jansky; Not Dated (copyrighted); Kindergarten; Matt-Jansky.

This screening battery is designed to identify children at risk of failure in reading in the elementary grades. It consists of five subtests: Letter Naming, Picture Naming, Gates Word Matching, Bender Motor Gestalt, and Binet Sentence Memory.

Jones-Mohr Listening Test by John E. Jones and Lawrence Mohr; c1976; Adults; University Associates, Inc.

Developed primarily for use in education and training designs, this test can be used to provide feedback on listening efficiency and to measure the effect of skill building in this area. The test is administered using an audio cassette.

Mink Scale by Lawrence W. Barker and Oscar G. Mink; 1968; Grades 7-8; Office of Research and Development, Appalachian Center.

This scale is intended to aid in the identification of dropout-prone students in the junior high school. It consists of items grouped in four sections: academic ability and performance, negative identification with education, family and socioeconomic status, and personal.

• *Observation of Socialization Behavior* by Jo Lynn Cunningham and Robert P. Boger; 1969; Preschool; Robert P. Boger.

This observational rating schedule focuses on preschool children's peer-group interactive behavior. There are two forms, both of which are intended for rating free-play situations. Form 1 is designed for use with videotaped interaction situations, while a slightly abbreviated version, Form 2, is intended primarily for use with live classroom observations. Form 1 consists of ten scales: Emotional Tone, Social Behavior, Involvement (nature of activity and intensity), Verbalization, Physical Behavior, Play Context, Peer Interaction, Group Interaction, Adult Interaction, and Inferred Motivation. Form 2 excludes Emotional Tone, Physical Behavior, and Play Context.

Organization Behavior Describer Survey by Roger Harrison and Barry Oshry; c1976; Adults; University Associates.*

This survey provides for the description of an individual's behavior in staff and problem-solving meetings. The behavior is described according to four major dimensions: Rational-Technical Competence, Verbal Dominance, Emotional Expressiveness, and Consideration. *Included in: Pfeiffer, J.W. and Jones, J.E. (Eds.) *The 1976 Annual Handbook for Group Facilitators.* La Jolla, California: University Associates, 1976.

Planning Career Goals (PCG) by American Institutes for Research; c1975-76; Grades 8-12; CTB/McGraw-Hill.

This battery of tests and materials is designed to assist guidance and counseling personnel in helping students make realistic educational and career plans. PCG consists of four types of measures:

Interest Inventory
The 300 items in this instrument are presented in three sections: Occupations, Occupational Activities, and Current Activities. The examinee indicates interest in each of twelve career groups by rating job titles, job activities, or job-related youth activities on a five-point verbal scale.

Information Measures
This test samples knowledge that individuals would have acquired if they had studied about an occupation or participipated in activities related to an occupation.

Ability Measures
This test contains 366 items within ten sections: Reading Comprehension, Mathematics, Abstract Reasoning, Creativity, Mechanical Reasoning, English, Quantitative Reasoning, Vocabulary, Visualization, and Computation.

Life and Career Plans
This survey determines the student's present education and career plans and the importance of various personal needs beyond occupational roles.

• *Response-Class Matrix* by Eric J. Mash, Leif Terdal, and Kathryn Anderson; 1970; Children and Adults; Eric J. Mash.

This procedure is designed for recording dyadic social interactions between family members. It enables the recording of behaviors in relation to specified antecedent and consequent events in the environment. One person records the mother's behavior as an antecedent and the child's behavior as a consequent, while another person records the child's behavior as an antecedent and the mother's behavior as a consequent. Standard behavior categories for the mother include: Command, Command-Question, Question, Praise (verbal, nonverbal), Negative (verbal, nonverbal), Interaction (verbal, nonverbal), No Response. Standard behavior categories for the child include: Compliance, Competing Behaviors, Independent Play, Negative (nonvocal, vocal), Interaction (verbal, nonverbal), Question, No Response.

Social and Prevocational Information Battery by Andrew Halpern, Paul Reffeld, Larry K. Irvin, and Robert Link; c1975; Grades 7-12; CTB/McGraw-Hill.

This battery is designed to assess knowledge of skills and competencies regarded as important for the community adjustment of Educable Mentally Retarded students. It consists of nine tests within five long range educational goals: Employability (Job Search Skills, Job Related Behavior), Economic Self-Sufficiency (Banking, Budgeting, Purchasing Habits), Family Living (Home Management, Physical Health Care), Personal Habits (Hygiene and Grooming), and Communication (Functional Signs).

• *Stover-Guerney-O'Connell System* by Lillian Stover, Bernard G. Guerney, and Mary O'Connell; 1971; Child and Parent; Bernard G. Guerney.

This observational device measures empathic interaction by parents in spontaneous play sessions with their children. The system deals with three major dimensions of empathy: Communication of Acceptance, Allowing the Child Self-Direction, and Involvement.

Student Spontaneous Interaction Checklist; 1971; Grades 4-6; Las Cruces Bilingual Education Project.

This brief checklist helps to determine degree of spontaneity as related to language preferences, language concepts, and the use of language on an affective level.

• *Stycar Language Test* by Mary D. Sheridan; c1976; Birth-6 Years; NFER Publishing Company, Great Britain.

This test is designed to provide clinical information regarding a child's ability to receive, comprehend, and express himself in spoken language, according to the generally accepted limits for his chronological age. If the child cannot speak, the test is intended to indicate whether he can effectively use other forms of codemic communication.

• *System for Rating Maternal-Care Behaviors* by Mary D.S. Ainsworth; 1966-69; Adults; Mary D.S. Ainsworth.

This observation device is designed to assess maternal-care behavior during the child's first year. Observations of behavior are made during the first and fourth quarter. First quarter scales include: General Attitude of Mother toward Baby and Her Role, Feeding, Availability and Interaction, Physical Contact, Response to Crying, Social Contact, and Facilitation of Sensori-motor Development. Fourth quarter scales include: Sensitivity-Insensitivity, Acceptance-Rejection, Cooperation-Interference, and Accessibility-Ignoring.

• *Systems for Coding Infant Attachment and Reciprocal Maternal Behaviors* by Mary D.S. Ainsworth, Silvia M. Bell, and Donelda J. Stayton; 1965; Mother and Infant; Mary D.S. Ainsworth.

These coding procedures provide for the systematic observation of an infant's attachment behavior and the mother's response to it. Attachment behavior is defined as behavior that promotes contact and/or proximity of an infant to his mother figure. The coding categories include: Infant Crying and Maternal Response to it; Infant Responses to Brief, Everyday Separations; and Physical Contact.

• *Task Scale* by Burton L. White and Barbara Kaban; 1971; Ages 1-6; Burton L. White.

This device is designed to provide for observation of the child in the performance of a task. The task is defined as whatever the child seems to be trying to do. Taking his cues from the child's behavior and from any environmental stimuli to which the child attends, the observer describes the apparent purpose behind the child's efforts. The scale includes three major types of tasks. Social tasks are those in which a child's primary purpose is to create an effect on another individual or group of individuals. Nonsocial tasks are all other tasks except for communication tasks, which are to provide information, to converse, and to produce a verbalization.

• *Thorpe Developmental Inventory* by Helen S. Thorpe; c1973; Ages 3-6; Sandra Pickens.

This individually administered screening inventory assesses children's developmental skills in five areas: Gross Motor Abilities, Self Identity and Sentence Use, Comprehension and Expression Skills, Fine Motor Skills, and Personal-Social Behavior. It can be administered in English or Spanish and is designed to be used by trained physicians, nurses, psychologists, and educators.

• *Tulkin-Kagan System* by Steven R. Tulkin and Jerome Kagan; 1971; Motor and Infant; Steven R. Tulkin.

This system provides for observation of mother-infant interaction in the home environment. Child variables include: crawl, walk, lift, mother-aided walking, play, inspect, relate, positive vocalization, negative vocalization, cry, touch mother, offer object to mother, contact with observer. Mother variables are: kiss, initiate contact, passive holding, tickling and bouncing, vocalization, reward, instruct, encourage, prohibit, punish, give food, entertain, give object, imitation, location. In addition, eight secondary variables, involving mother and infant responding to each other, are provided.

Announcements Received

• *AAMD Adaptive Behavior Scale: Public School Version;* Grades 2-6; American Association on Mental Deficiency.

This diagnostic-prescriptive device provides information helpful in determining appropriate educational placement and planning individual programs of instruction.

CLEP North Carolina Nursing Equivalency Examinations: Anatomy, Physiology, Microbiology; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It covers basic physiology (air, water, food, elimination, sex) and integrity of the organism.

CLEP North Carolina Nursing Equivalency Examinations: Behavioral Sciences for Nurses; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It tests general knowledge related to the fields of sociology and psychology. A small sampling of questions from anthropology, education, public health, and other behavioral sciences is included.

CLEP North Carolina Nursing Equivalency Examinations: Fundamentals of Nursing; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It covers introduction to nursing fundamentals, communication, stress and adaptation, nutrition, rest and comfort, elimination, providing a safe environment, observation and assessment, and special therapeutics.

CLEP North Carolina Nursing Equivalency Examinations: Medical-Surgical Nursing; c1976; Adults; College-Level Examination Program.

This test is part of a series designed to measure knowledge of the subject matter covered in the first year of two-year Associate Degree in Nursing programs. It deals with transport to and from the cells (cardiovascular), exchange of gases (respiratory), immobility (digestive and renal), and aging.

Criterion Test of Basic Skills by Kerth Lundell, William Brown, and James Evans; Academic Therapy Publications.

This technique gives criterion-referenced feedback on basic skill objectives and deficits in reading and math abilities.

• *Differentiation of Auditory Perception Skills* (DAPS) by Cora Lee Reagan and Susanne A. Cunningham; c1976; Ages 5-8; Communication Skill Builders, Inc.

This instrument is designed to provide for early detection of auditory perceptual problems. The program consists of five subtests: Auditory Cadence, Auditory Distinction, Auditory Imagery, Syllable Completion, and Auditory Reasoning. It is individually administered.

• *Kraner Preschool Math Inventory* by Robert E. Kraner; c1976; Ages 3-6.5; Learning Concepts.

This test is designed to assess a child's mathematics skills and concepts in the following areas: Set Comparison, Counting, Cardinal Numbers, Sequence, Position, Direction, Geometry, and Measurement. It is individually administered.

• *Larsen-Hammill Test of Written Spelling* by Stephen C. Larsen, and Donald D. Hammill; Grades 1-8; Academic Therapy Publications.

This test provides an indication of the child's ability to spell both phonetically-based and nonphonetic words.

Leiter Recidivism Scale; Adults; Stoelting Company.

This scale is designed for use at various stages in the correctional process. An individual's recidivism score is the sum of his scores on nine variables each of which is a predictor of recidivism. The scale can aid judges in determining whether an individual should be incarcerated or placed on probation.

Marketable Skills Inventory by Russell N. Cassel; Adults; Psychometric Affiliates.

This inventory is intended to indicate to an individual the difference between the level of marketable skills he possesses and the level one desires in relation to typically functioning adults in the culture. It deals with ten categories of marketable skills assumed to be important for general job success: Communication Skills, Assessment Skills, Cognitive Skills, Decision-Making Skills, Ego Development, Human Relations Skills, Vocational Skills, Avocational Skills, Values Embraced, and Multiple Reality Levels.

Ross Test of Higher Cognitive Processes by John D. Ross and Catherine M. Ross; Grades 4-6; Academic Therapy Publications.

This test assesses ability in the higher-level thinking skills in three general areas: analysis, synthesis, and evaluation. It can be individually or group administered to both gifted and normal students.

• *Simons Measurements of Music Listening Skills;* Grades 1-3; Stoelting Company.

This nonverbal, criterion-referenced test provides measures of the attainment of nine music listening objectives. All instructions and test items are tape recorded.

• *Spanish/English Language Performance Screening* (S/ELPS) by Southwest Educational Development Laboratory; c1976; Kindergarten-Grade 2; CTB/McGraw-Hill.

This test is designed to determine children's dominant language.

• *Visual Discrimination Test* by Joseph M. Wepman, Anne Morency, and Marva Seidl; c1975; Ages 5-8; Language Research Associates, Inc.

This twenty-item test explores a child's ability to compare nonalphabetic forms and to determine which two of five forms are identical.

• *Visual Memory Test* by Joseph M. Wepman, Anne Morency, and Marva Seidl; c1975; Ages 5-8; Language Research Associates, Inc.

This test of immediate perceptual recall is designed to assess a child's ability to recall forms that are unfamiliar to him and that cannot readily be named.

Test Reviews

• *Auditory Pointing Test;* Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, April 1976, Vol. 13, No. 2, 241.

DAT Career Planning Program; The Psychological Corporation.

Reviewed by Marjorie M. Mastie, Washtenaw Intermediate School District, in *Measurement and Evaluation in Guidance*, July 1976, Vol. 9, No. 2, 87-95.

Differential Aptitude Tests: Forms S and T; The Psychological Corporation.

Reviewed by Marjorie M. Mastie, Washtenaw Intermediate School District, in *Measurement and Evaluation in Guidance*, July 1976, Vol. 9, No. 2, 87-95.

• *Jordan Left-Right Reversal Test;* Academic Therapy Publications.

Reviewed by Richard T. Allington, State University of New York at Albany, in *Academic Therapy*, 1976, Vol XI, No. 4, 409-414.

• *Jordan Left-Right Reversal Test;* Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, April 1976, Vol. 13, No. 2, 240-241.

• *Language-Structured Auditory Retention Span Test;* Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, July 1976, Vol. 13, No. 3, 366.

• *Motor-Free Visual Perception Test;* Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, July 1976, Vol. 13, No. 3, 365-366.

• *Sipay Word Analysis Tests;* Educators Publishing Service, Inc.

Reviewed by Virginia L. Brown, Editor, in the *Journal of Learning Disabilities*, April 1976, Vol. 9, No. 4, 201-205.

Strong-Campbell Interest Inventory; Stanford University Press.

Reviewed by Richard W. Johnson, University of Wisconsin, in *Measurement and Evaluation in Guidance*, April 1976, Vol. 9, No. 1, 40-45.

New References

Aiken, Lewis R. Jr. *Psychological Testing and Assessment, Second Edition.* Boston: Allyn and Bacon, Inc., 1976. Pp. vii + 360, $12.95.

This textbook is intended primarily for college students. It comprises four parts: The Methodology of Psychological Testing, Cognitive Assessment, Affective Assessment, and Contemporary Developments in Testing.

Diederich, Paul B. *Measuring Growth in English.* Urbana, Illinois: National Council of Teachers of English, 1974. Pp. iv + 103, $2.50.

This monograph outlines a system for evaluating writing ability. The topics discussed include: Factors in Judgments of Writing Ability, The Effect of Bias, Measuring Improvement in Writing, Personal vs. Staff Grading, Standard Scores for Test Essays, Computing the Reliability of Essay Grades, Computing the Reliability of Objective Tests, Design for an Examination in English Language Arts, and Initiating Staff Grading of Test Essays.

Fry, Ruth Thacker and Hall, Joyce. *The Symbolic Profile.* Houston, Texas: Gulf Publishing Company, 1976. Pp. ix + 85, $10.95.

This manual serves as a guide to administering and interpreting the Ruth Fry Symbolic Profile.

Gorth, William P., O'Reilly, Robert P., and Pinsky, Paul D. *Comprehensive Achievement Monitoring: A Criterion-Referenced Evaluation System.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1975. Pp. xiii + 268, $11.95.

This monograph offers guidelines to public school personnel to aid in planning and implementation of criterion-referenced evaluation at the school district level based on the evaluation model Comprehensive Achievement Monitoring. The book consists of four parts: Concepts of Evaluation, The Organization of Objectives for Criterion-Referenced Evaluation, Evaluation Design, and Implementation.

Grommon, Alfred H. (Ed.) *Reviews of Selected Published Tests in English.* Urbana, Illinois: National Council of Teachers of English, 1976. Pp. v + 170.

Part I of this monograph is intended to provide English teachers and others with background information on accountability, testing programs, and the use of standardized tests. Part II provides reviews of 51 different tests. Part III summarizes some problems in educational accountability and recommends specific things teachers can do in response to these problems.

• Hoepfner, Ralph, *et al. CSE Elementary School Test Evaluations, 1976 Edition.* Los Angeles: Center for the Study of Evaluation, 1976. Pp. xxxiii + 620, $12.50.

This compendium of tests is keyed to educational objectives of elementary education. Assessment, diagnostic, and prognostic measures for use in grades one through six are included. Each measure is evaluated for such characteristics as meaningfulness, examinee appropriateness, administrative usability, and quality of standardization.

Jones, Alan and Whittaker, Peter. *Testing Industrial Skills.* New York: Halsted Press, 1975. Pp. xiii + 195, $14.50.

This book is intended to provide vocational instructors and industrial evaluation personnel with a comprehensive guide to the development of tests to measure the acquisition of industrial skills. It includes discussions of performance testing, job analyses, choosing testing procedures, performance standards, test administration and scoring procedures, test use and interpretation, and approaches to assessing the validity and reliability of performance tests.

• Moreau, Arthur J., *et al. Replication of an Inter-Disciplinary Approach to Early Education of Handicapped Children, Ages 0-3 Years.* Peoria, Illinois: United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens.

This model program was designed to provide comprehensive services for the handicapped child from birth to three years in hopes of intervening at the earliest point in a child's life to facilitate a maximum degree of self sufficiency and independence. This notebook provides information that will assist other sites or agencies in developing programs to meet the needs of the 0-3 developmentally delayed child. Materials are provided in the following areas: Funding and Public Awareness, Diagnostic and Evaluation, Child Development, Speech and Language, Structuring Day Program, Job Description and Training, and Parent Involvement.

Releasing Test Scor . Educational Assessment Programs, How to Tell the Public. Arlington, Virginia: National School Public Relations Association, 1976. Pp. 64, $4.75.

This guide describes how to plan and implement a program to release information on the results of educational assessment programs in a way that will foster school/community understanding and confidence. It delineates the necessary steps including analyzing goals and audience needs, planning activities and resources, putting plans into action, and evaluating results.

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University of Minnesota
Minneapolis, Minnesota 55455

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Arlene Mantell Kahn
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New York, New York 10023

Violet Kalyan-Masih
Department of Human Development and the Family
144 Ruth Staples Laboratory
University of Nebraska-Lincoln
Lincoln, Nebraska 68583

Keystone View Company
2212 East 12th Street
Davenport, Iowa 52803

Leonard H. Kochendorfer
Department of Education
Valparaiso University
Valparaiso, Indiana 46383

Kate L. Kogan
Department of Psychiatry and Behavioral Sciences RP-10
School of Medicine
University of Washington
Seattle, Washington 98195

Las Cruces Bilingual Education Project
301 West Amador Avenue
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Sandra L. Pickens
TDI Consultant
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Davis, California 95616

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Psychometric Affiliates
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Norma Radin
School of Social Work
1065 Frieze Building
The University of Michigan
Ann Arbor, Michigan 48104

Jean E. Robertson
Department of Elementary Education
The University of Alberta
Edmonton, Alberta, Canada T6G 2G5

Irving Sigel
Educational Testing Service
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Dan I. Slobin
Department of Psychology
University of California
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Berneda C. Smith
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United Cerebral Palsy of Northwestern Illinois
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University Associates
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Burton L. White
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Edward N. Whitney
Office of Pupil and Program Monitoring and Appraisal
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Leon Yarrow
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National Institutes of Health
Bethesda, Maryland 20014

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Issues of the 1976 *Bulletin* are still available. Copies can be obtained for fifty cents ($.50) each as long as the supply lasts. Address requests for copies to the *Test Collection Bulletin*, Educational Testing Service, Princeton, New Jersey 08540.

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